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IDENTIFIERS	Orange County

ABSTRACT

The purpose of this document is to evaluate the assistance provided by the Orange County Supplementary Educational Center in terms of its policy objectives, procedural responses, and procedural implementation. (Author/AG)

ED053193

EVALUATION OF THE ORANGE COUNTY SUPPLEMENTARY EDUCATIONAL CENTER

E.S.E.A. TITLE III

JUNE 30, 1970

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Projects to Advance Creativity in Education

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Publication Date: September, 1970
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EVALUATION OF
THE
ORANGE COUNTY SUPPLEMENTARY EDUCATIONAL CENTER

E.S.E.A. TITLE III

JUNE 30, 1970

Projects to Advance Creativity in Education

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1104 Civic Center Drive West
Santa Ana, California 92701

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THE PURPOSE OF EVALUATION IS NOT TO PROVE

BUT TO IMPROVE . . .

FOREWORD

If school administrators were asked to name their most pressing problem, accountability would undoubtedly be near the top of the list. Demands by the public for an accounting of educational outcomes in relation to financial inputs and organizational processes is of vital concern to board members, superintendents, principals, teachers, and other school personnel.

This evaluation addresses itself to the topic of accountability and is designed to increase communications between the Orange County Supplementary Educational Center and its clients. The document contains (1) an identification of Center goals to be met, (2) the selection of reasonable means, including financial resources, employed by the Center to attain these goals, (3) compiled data to describe the continuous surveillance of Center programs, and (4) an appraisal of the degree of success of Center programs to meet the stated goals.

This evaluation continues the policy of the Orange County Supplementary Educational Center to provide an effective educational program while consciously seeking ways to improve. This publication would not have been possible except for the cooperation and support from all the individuals, school districts, and other agencies who provided data at meetings and workshops, and responded to various survey questionnaires needed for this evaluation.

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Part I

Statistical

California State Department of Education
721 Capitol Mall
Sacramento, California 95814

Bureau of
Program Planning
& Development

ESEA TITLE III STATISTICAL DATA
Elementary and Secondary Education Act of 1965
(P.L. 89-10 as amended by P.L. 90-247)

THIS SPACE FOR STATE USE ONLY →	PROJECT NUMBER	District Code	COUNTY CODE		
	0125				

SECTION A - PROJECT INFORMATION

1. REASON FOR SUBMISSION OF THIS FORM *(Check one)*

A [ ] INITIAL APPLICATION FOR TITLE III GRANT OR RESUBMISSION
B [ ] APPLICATION FOR CONTINUATION GRANT
C [X] END OF BUDGET PERIOD REPORT

2. IN ALL CASES EXCEPT INITIAL APPLICATION. GIVE ASSIGNED PROJECT NUMBER: -0125

3. MAJOR DESCRIPTION OF PROJECT: *(Check one only)*

A [ ] INNOVATIVE C [X] ADAPTIVE
B [ ] EXEMPLARY

4. TYPE(S) OF ACTIVITY *(Check one or more)*

A [X] PLANNING OF PROGRAM
B [ ] PLANNING OF CONSTRUCTION
C [ ] CONDUCTING PILOT ACTIVITIES
D [ ] OPERATION OF PROGRAM
E [ ] CONSTRUCTING
F [ ] REMODELING

5. PROJECT TITLE *(5 Words or Less)*

ORANGE COUNTY SUPPLEMENTARY EDUCATIONAL CENTER

6. BRIEFLY SUMMARIZE THE PURPOSE OF THE PROPOSED PROJECT AND GIVE THE ITEM NUMBER OF THE AREA OF MAJOR EMPHASIS AS LISTED IN SEC. 303, P.L. 89-10. *(See instructions)*

The purpose of the Orange County Supplementary Educational Center is to provide leadership and service in planning and developing regional programs innovative in nature; to promote the adaption and adoption of innovative programs; and to promote the orderly process of planned educational change.

ITEM NUMBER 8

7. NAME OF APPLICANT *(Local Education Agency)*	8. ADDRESS *(Number, Street, City, State, Zip Code)*	
Orange County Department of Education	1104 Civic Center Drive West, Santa Ana, California 92701	
9. NAME OF COUNTY	**10. CONGRESSIONAL DISTRICT**	
ORANGE	34 and 35	
11. NAME OF PROJECT DIRECTOR	**12. ADDRESS *(Number, Street, City, State, Zip Code)***	**PHONE NUMBER / AREA CODE**
James A. Freda	1104 Civic Center Drive West Santa Ana, California 92701	834-3933 714
13. NAME OF PERSON AUTHORIZED TO RECEIVE GRANT *(Please type)*	**14. ADDRESS *(Number, Street, City, State, Zip Code)***	**PHONE NUMBER / AREA CODE**
Dr. Robert Peterson	1104 Civic Center Drive West Santa Ana, California 92701	834-3933 714

15. POSITION OR TITLE

Superintendent of Schools, Orange County

SIGNATURE OF PERSON AUTHORIZED TO RECEIVE GRANT	DATE SUBMITTED
	June 30, 1970

SECTION A – Continued

16. LIST THE NUMBER OF EACH CONGRESSIONAL DISTRICT SERVED	17A. TOTAL NUMBER OF COUNTIES SERVED	18. LATEST AVERAGE PER PUPIL ADA EXPENDITURE OF LOCAL EDUCATION AGENCIES SERVED
34 and 35	1	Elementary - - - $465.
	B. TOTAL NUMBER OF LEA'S SERVED: 30	Secondary - - - 682.
	C. TOTAL ESTIMATED POPULATION IN GEOGRAPHIC AREA SERVED: 1,300,000	Unified - - - - 551.

SECTION B – TITLE III BUDGET SUMMARY FOR PROJECT (Include amount from item 2c below)

1.		PREVIOUS OE GRANT NUMBER	BEGINNING DATE (Month, Year)	ENDING DATE (Month, Year)	FUNDS REQUESTED
A.	Initial Application or Resubmission		7-1-69	6-30-70	$93,000
B.	Application for First Continuation Grant				$
C.	Application for Second Continuation Grant				$
D.	Total Title III Funds				$
E.	End of Budget Period Report				

2. *Complete the following items only if this project includes construction, acquisition, remodeling, or leasing of facilities for which Title III funds are requested. Leave blank if not appropriate.*

A. *Type of function (Check applicable boxes)*

1 ☐ REMODELING OF FACILITIES 2 ☐ LEASING OF FACILITIES 3 ☐ ACQUISITION OF FACILITIES

4 ☐ CONSTRUCTION OF FACILITIES 5 ☐ ACQUISITION OF BUILT-IN EQUIPMENT

B. 1. TOTAL SQUARE FEET IN THE PROPOSED FACILITY	2. TOTAL SQUARE FEET IN THE FACILITY TO BE USED FOR TITLE III PROGRAMS	C. AMOUNT OF TITLE III FUNDS REQUESTED FOR FACILITY
		$

SECTION C – SCHOOL ENROLLMENT, PROJECT PARTICIPATION DATA AND STAFF MEMBERS ENGAGED

1.			PRE-KINDERGARTEN	KINDERGARTEN	GRADES 1-6	GRADES 7-12	ADULT	OTHER	TOTALS	STAFF MEMBERS ENGAGED IN IN-SERVICE TRAINING FOR PROJECT
A	School Enrollment in Geographic Area Served	(1) Public		29,413	170,947	152,234	22,974	2,449		
		(2) Non-public			25,000*	6,000*				
B	Persons Served by Project	(1) Public		29,413	170,947	152,234			352,594	
		(2) Non-public			25,000*	6,000*			31,000*	
		(3) Not Enrolled								
C	Additional Persons Needing Service	(1) Public								
		(2) Non-public								
		(3) Not Enrolled								

2. TOTAL NUMBER OF PARTICIPANTS BY RACE (Applicable to figures given in item 1B above)	WHITE	NEGRO	AMERICAN INDIAN	OTHER NON-WHITE	TOTAL
	391,790	2,741	428	5,490	400,449*

* Approximate Figures

SECTION C - continued

3. RURAL/URBAN DISTRIBUTION OF PARTICIPANTS SERVED OR TO BE SERVED BY PROJECT

PARTICIPANTS	RURAL		METROPOLITAN AREA		
	FARM	NON-FARM	CENTRAL-CITY	NON-CENTRAL CITY	OTHER URBAN
PERCENT OF TOTAL NUMBER SERVED	.4%	.4%	68%	10%	21.2%

SECTION D - PERSONNEL FOR ADMINISTRATION AND IMPLEMENTATION OF PROJECT

1. PERSONNEL PAID BY TITLE III FUNDS

TYPE OF PAID PERSONNEL	REGULAR STAFF ASSIGNED TO PROJECT			NEW STAFF HIRED FOR PROJECT		
	FULL-TIME 1	PART-TIME 2	FULL-TIME EQUIVALENT 3	FULL-TIME 4	PART-TIME 5	FULL-TIME EQUIVALENT 6
A. ADMINISTRATION/ SUPERVISION				1		
B. TEACHER:						
(1) PRE-KINDERGARTEN						
(2) KINDERGARTEN						
(3) GRADES 1-6						
(4) GRADES 7-12						
(5) OTHER						
C. PUPIL PERSONNEL SERVICES						
D. OTHER PROFESSIONAL				2		
E. ALL NON-PROFSSIONAL				2		
F. FOR ALL CONSULTANTS PAID BY TITLE III FUNDS ⟶	(1.) TOTAL NUMBER RETAINED			(2.) TOTAL CALENDAR DAYS RETAINED 115		

2. PERSONNEL NOT PAID BY TITLE III FUNDS

TYPE OF UNPAID PERSONNEL	REGULAR STAFF ASSIGNED TO PROJECT			NEW STAFF HIRED FOR PROJECT		
	FULL-TIME 1	PART-TIME 2	FULL-TIME EQUIVALENT 3	FULL-TIME 4	PART-TIME 5	FULL-TIME EQUIVALENT 6
A. ADMINISTRATION/ SUPERVISION						
B. TEACHER:						
(1) PRE-KINDERGARTEN						
(2) KINDERGARTEN						
(3) GRADES 1 TO 6						
(4) GRADES 7-12						
(5) OTHER						
C. PUPIL PERSONNEL SERVICES						
D. OTHER PROFESSIONAL						
E. ALL NON-PROFESSIONAL						
F. FOR ALL CONSULTANTS NOT PAID BY TITLE III FUNDS ⟶	(1.) TOTAL NUMBER RETAINED			(2.) TOTAL CALENDAR DAYS RETAINED		

SECTION E - NUMBER OF PERSONS SERVED OR TO BE SERVED AND ESTIMATED COST DISTRIBUTION

	MAJOR PROGRAM OR SERVICES	TOTAL NUMBER SERVED OR TO BE SERVED						NON PUBLIC SCHOOL PUPILS INCLUDED (7)	ESTIMATED COST (8)
		PRE-K (1)	K (2)	1-6 (3)	7-12 (4)	ADULT (5)	OTHER (6)		
1.	EVALUATIVE PROGRAMS								
	A Deficiency Survey (Area Needs)								
	B Curriculum Requirements Study (Including Planning for Future Need)								
	C Resource Availability and Utilization Studies								
2.	INSTRUCTION AND/OR ENRICHMENT								
	A Arts (Music, Theater, Graphics, Etc.)								
	B Foreign Languages								
	C Language Arts (English Improvement)								
	D Remedial Reading								
	E Mathematics								
	F Science								
	G Social Studies/Humanities								
	H Physical Fitness/Recreation								
	I Vocational/Industrial Arts								
	J Special-Physically Handicapped								
	K Special-Mentally Retarded								
	L Special-Disturbed (Incl. Delinquent)								
	M Special-Dropout								
	N Special-Minority Groups								
3.	INSTRUCTION ADDENDA								
	A Educational TV/Radio								
	B Audio-Visual Aids								
	C Demonstration/Learning Centers								
	D Library Facilities								
	E Material and/or Service Centers								
	F Data Processing								
4.	PERSONAL SERVICES								
	A Medical/Dental								
	B Social/Psychological								
5.	OTHER Supplementary Educational Center								93,000

Part II

Narrative Report

ABSTRACT

EVALUATION OF THE ORANGE COUNTY SUPPLEMENTARY EDUCATIONAL CENTER

1969-1970

In 1965, the Elementary and Secondary Education Act, the largest and perhaps most important bill authorizing Federal funds for education was passed. The Act was divided into several titles, each referring to different aspects of education. Title III, the section we are concerned with here, provided Federal funds to local educational agencies to institute innovative and exemplary programs designed to meet an ascertained educational need. To help agencies in their planning and implementing of these endeavors, Supplementary Educational Centers were instituted under the provisions of Title III. Since the system of public education is a complex combination of individual districts, county offices, and state agencies, each operating under numerous legal controls with established functions, need for a Center to act as an agent for planned educational change was apparent.

Specifically, Supplementary Educational Centers were given the function of "providing for systematic, long-term plans for orderly, efficient attacks upon the opportunities and problems of education." The Centers were designed to supplement, not supplant, the existing elements of the public school system through the encouragement, support, and coordination of local planning.

In California, twenty-one Supplementary Education Centers were established on a regional basis. The Orange County Supplementary Educational Center represents one of these. Now in its fourth year of operation, the Orange County Center has throughout its history operated under the provisions and guidelines of the Title III legislation.

However, with the passage of time the functions of the Orange County Supplementary Educational Center have undergone modification. Originally, the Center's major tasks revolved around assisting agencies in their applications for Title III funds and disseminating information about this process and other aspects of Title III. As district personnel have become more knowledgeable concerning application procedures, Center assistance in this area has become more indirect. In contrast, the Center's dissemination function has been broadened, and efforts to diffuse successful Title III programs and expand skills in systematic planning have become significant in Center operations. These changes have enabled the Orange County Supplementary Educational Center to be of maximum assistance to its clients, yet remain consistent with the intent of Title III.

The purpose of this document is to evaluate this assistance provided by the Orange County Supplementary Educational Center in terms of its policy objectives, procedural responses, and procedural implementation.

Local educational agency: Orange County Department of Education
Address: 1104 Civic Center Drive West, Santa Ana, California 92701
Project director: James A. Freda

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA (FY 1969)

Title of project:
Orange County Supplementary Educational Center

Funding: USOE Grant Award No.	Type	Period of funding From	To	Amount
-0125	Operation	7-1-69	6-30-70	$ 93,000.

TARGET POPULATION:
The target population is the thirty elementary, secondary, and unified school districts serving 352,000 students and the 31,000 students enrolled in the ninety parochial and other nonpublic schools.

MAJOR OBJECTIVE:
The primary objective of the Orange County Supplementary Educational Center has been to encourage and aid in the planned development of innovative and effective attacks upon the priority needs of education in Orange County.

OTHER OBJECTIVES:
1. The Orange County Supplementary Educational Center has maintained and continuously enhanced its working relationships with the various Orange County agencies that enable the Center to fulfill its functions as they are set forth in the State Policies for the Implementation of Title III, P.L. 89-10.
2. The Orange County Supplementary Educational Center has itself undertaken and encouraged others to undertake research, evaluation and planning activities which closely relate to and support identified priority needs of students.
3. The Orange County Supplementary Educational Center has planned and conducted activities which created a more responsive climate for the effective diffusion (adaptation and adoption) of improved and proven educational practices.
4. The Orange County Supplementary Educational Center has continued to develop an information dissemination program to the degree that a majority of respondents have shown familiarity with the services, programs, and objectives of the Center.

ACTIVITIES:
1. Engaged in planning activities to assist educational leadership effectively provide for growth.
2. Assisted LEA's in acquiring needs assessment techniques which could be employed locally and regionally.
3. County-wide workshops were conducted to assist educators in understanding the concepts involved in setting program goals, developing behavioral objectives, and planning procedures amenable to achieving those objectives.
4. Assisted LEA's with program development that met the requirements of the various public and private funding agencies.
5. Assisted LEA's in gaining information about operational programs, similar in kind to that which they were planning.

Local educational agency: Orange County Supplementary Educational Center

6. Assessed the need for workshops and study materials on behavioral objectives, program evaluation, PPBS, and system management; and provided appropriate training programs using recognized leaders as instructors in their respective areas of specialty.
7. Planned and implemented a series of programs on system analysis; and made the series available to the widest possible audience.
8. Planned and implemented a follow up activity to last year's Planned Change Series entitled "Capitalize on Your Experience". Participants were offered an opportunity to initiate a program utilizing these teachings.
9. Planned and implemented a series of workshops for teachers entitled "Accent on Exemplary Teaching".
10. Engaged members of the Supplementary Educational Center Board of Directors and Orange County educators in a more extensive exposure to exemplary projects.
11. Published and distributed printed materials within the county as they related to implementation of the Center's objectives.
12. Invited directors of exemplary projects to come to Orange County to interact with persons interested in their specific program.

PARTICIPATION:

A county-wide Citizens Planning Committee has functioned as an integral part of the Center's operation. Widely representative of the cultural, business and educational communities, the one-hundred member Planning Committee has provided a broad based planning capability for the Center's operation. Like the Center's Board of Directors, the Planning Committee meets monthly. Membership on the Board of Directors was governed by provisions of the State Plan for the Implementation of Title III.

DATA OBTAINED:

The Center completed and in part has implemented a regional needs assessment study. Data from that study has been disseminated regionally. Data has also been gathered from the educational community regarding the need for information and/or training in planning for and employing strategies for change. Needs identified in this program are currently being treated through local and regional training programs. In addition the Center has completed an annual evaluation of its services and activities.

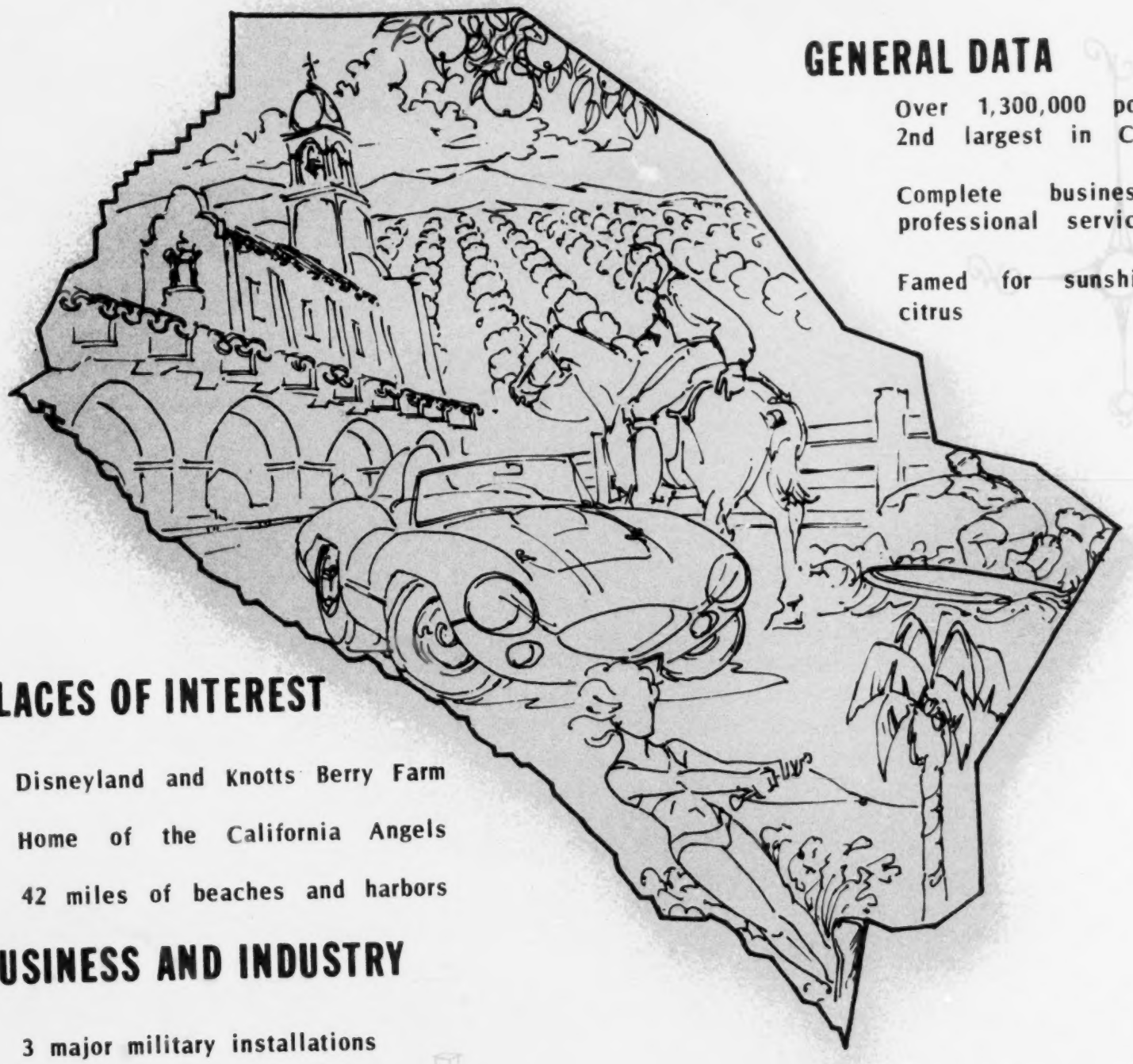
PUBLICATIONS:

1. Newsletter, issued monthly for all educators. Distribution 7,500
2. Circular Letter, for rapid transmittal of information. Distribution 700
3. IMPACT III, Programs that Reflect Educational Change in Orange County. 180 programs. Distribution 1,000
4. Improving the School Program Through the Effective Use of Federal Funds. Distribution 300
5. System Analysis Workshop, 4 publications - 90 pages. Distribution 260
6. Accent on Exemplary Teaching, a synopsis of workshops. Distribution 100

EVALUATION:

Evaluation of the data obtained from a variety of sources confirms that the dissemination and program activities and services of the Center have resulted in a constantly growing number of clients in Orange County who have been exposed and reacted favorably to the objectives of the Orange County Supplementary Educational Center.

TO HELP YOU UNDERSTAND ORANGE COUNTY



GENERAL DATA

Over 1,300,000 population
2nd largest in California

Complete business and professional services

Famed for sunshine and citrus

PLACES OF INTEREST

Disneyland and Knotts Berry Farm

Home of the California Angels

42 miles of beaches and harbors

BUSINESS AND INDUSTRY

3 major military installations

Modern business firms

Acres of citrus groves

Popular tourist attractions

THE EDUCATIONAL ENVIRONMENT

Over 390 elementary schools (K-8)

Over 40 high schools (9-12)

Over 90 private & parochial schools

Over 350,000 student enrollment

Home of California State College, Fullerton

Home of University of California Irvine

OBJECTIVES AND PROCEDURES

OBJECTIVES AND PROCEDURES

ORANGE COUNTY SUPPLEMENTARY EDUCATIONAL CENTER

1969 – 70

In February of 1969, the State Department of Education (Bureau of Instructional Program Planning and Development, ESEA Title III) and the Orange County Supplementary Educational Center agreed to the following procedures for the Center to implement its objectives.

Policy Objective 1 — The Orange County Supplementary Educational Center will continue to maintain the kinds of working relationships with the various Orange County agencies that will enable the Center to fulfill its functions as they are set forth in the STATE POLICIES FOR THE IMPLEMENTATION OF TITLE III P.L. 89-10.

Procedure Response 1 — The components of planning: evaluation, communication, decision making, and coordination are applied to all major activities of the Center to provide the most feasible process for implementing the Centers objectives. The major planning efforts of the Center will appropriately focus on the needs of youngsters and will most often be conducted in cooperation with personnel in the intermediate unit, local educational agencies and Planning Committee members.

Procedure Implementation

TASK	BENEFICIARY	RESPONSIBILITY	APPROX. COST	TIME ESTIMATE
Administratively support Planning Committee meetings within the framework of the Center's Bylaws	Client Groups	Staff	No	Monthly July-June 1969-1970

TASK	BENEFICIARY	RESPONSIBILITY	APPROX. COST	TIME ESTIMATE
Administratively support Board of Director's Meetings within the framework of the Center's Bylaws	Client Groups	Staff	None	Monthly July-June 1969-1970
Meet and confer monthly with CASEC Executive Committee	SEC's	Director	$650	Monthly July-June 1969-1970
Conduct evaluation of Planning Committee Conduct Membership Survey Compile new Planning Committee Membership list	Client Groups	Staff	$ 30	May-August 1970
Attend monthly meetings, Project 21 (Univeristy of California, Irvine)	Client Groups	Director	$ 30	Monthly Nov.-June 1969-1970
Attend monthly meetings, SCCED (South Coast Council Educational Development)	Client Groups	Director	$ 25	Monthly Nov.-June 1969-1970

Policy Objective 2 The Orange County Supplementary Educational Center will undertake or encourage research, evaluation and planning activities which closely relate to and support identified priority needs of students.

Procedure Response 2 To avoid "running off" in a different direction because others seem to be doing something new or innovative often creates a lot of heat, little light or improved educational practices, and is costly. Such attempts frequently result in abandonment of the new program, negative attitudes on the part of many different publics and do little to meet the priority needs of youngsters.

Reasonably valid information must be accumulated prior to initiating an improved educational program. Educators, parents, the general public and the youngsters in school frequently do not manifest the same concerns, needs, and attitudes and therefore different assessments must be undertaken in order to gather the data necessary for effective implementation of new and improved programs.

A program initiated in 1968 to provide experiences in the field of educational systems planning and management methods for a selected group of Orange County educators will be continued through the coming school year. It has provided educators with an extremely valuable tool for the effective implementation of educational programs.

Procedure
Implementation

TASK	BENEFICIARY	RESPONSIBILITY	APPROX. COST	TIME ESTIMATE
Conduct Systems Training Programs	Selected participants	Contracted and Staff	$2,800	Feb.-May 1970
Conduct workshop on R & D (Research & Program Development) for interested educators	LEA's	Contracted	$ 200	Oct.-Dec. 1969
Design evaluation systems appropriate for selected school agencies	LEA's	Contracted and Staff	$2,500	Sept.-Jan. 1969-1970

TASK	BENEFICIARY	RESPONSIBILITY	APPROX. COST	TIME ESTIMATE
Long range planning and research activities	Client Groups	Contracted and Staff	$1,000	Sept.-Jan. 1969-1970
Assist in ESEA Title I, VI, VII, and VIII evaluation efforts	Client Groups	Staff	$ 500	Monthly Meetings as needed
Maintenance of resource materials on funding sources	Client Groups	Contracted	$ 325	July-June 1969-1970
Assist in reviewing, writing, and preparing project applications for continuation	Title III Clients	Staff	$ 60	March-April 1970

Policy Objective 3 — The Orange County Supplementary Educational Center will plan and conduct activities which create a more responsive climate for the effective adaptation and adoption of improved educational practices.

Procedure Response 3 — Extremely rapid population growth in Orange County necessitates continued efforts on the part of the Center to provide educators with information which will enable them to more effectively plan for educational change. There are a number of strategies for promoting a climate condusive to change, and the Orange County Supplementary Educational Center has adopted a philosophy of systematic change procedures based on an understanding of the change process.

"Preparing for Change in Education," a series of programs sponsored by the Orange County Supplementary Educational Center during 1968-69 focuses on the change process and provides

selected educators with techniques for implementing new programs within their schools and districts. The series has been enthusiastically received, and the extent of interest supports the need for the continuance of a similar program.

Facilitating site visitations to appropriate exemplary projects has proven to be an effective means for promoting a climate for educational change and increasing the rate of diffusion of viable instructional programs. Coupled with the exposure to systems training and assessment techniques, this process provides educators with improved insights and skills for implementing new and improved programs.

Procedure
Implementation

TASK	BENEFICIARY	RESPONSIBILITY	APPROX. COST	TIME ESTIMATE
Conduct programs on "Planning for Change". General meetings	Client Groups	Contracted and Staff	$2,000	Planning Committee monthly meetings Sept.-June 1969-1970
Conduct training sessions on "Planning for Change"	Selected Educators	Contracted and Staff	$1,500	Sept.-June 1969-1970
Conduct survey to determine priority visitations from innovative programs	LEA's Nonpublic schools	Staff	$ 50	Nov.-Dec. 1969

TASK	BENEFICIARY	RESPONSIBILITY	APPROX. COST	TIME ESTIMATE
Bring directors of innovative projects to Orange County as resource persons	LEA's	Contracted and Staff	$1,000	Jan.-June 1970
Conduct survey to determine priorities for visitations to innovative projects	LEA's/non-public sch.	Staff	$ 50	Nov.-Dec. 1969
Conduct visitation to priority projects	LEA's/non-public sch.	Staff	$1,500	Feb.-June 1970
Conduct survey for determining need for workshops to provide new educational programs	LEA's/non-public sch.	Staff	$ 50	Nov.-Dec. 1969
Conduct priority workshops as survey dictates	LEA's/non-public sch.	Contracted	$ 700	Feb.-June 1970
Impact III, Educational Change in Orange County, Compile, print and distribute	Client Groups	Staff	$ 300	Nov.-June 1969-1970
Prepare and submit project applications for continuation of the Orange County Title III Planning Project	Client Groups	Staff	$ 250	March-April 1970

Policy Objective 4: The Orange County Supplementary Educational Center will continue to develop an information dissemination program to the degree that a majority of respondents will show familiarity with the services, programs, and objectives of the Center.

Procedure Response: The information dissemination program conducted by the Center will reflect a careful screening of content for inclusion in a newsletter, circular letter and other selected publications. The material included will be

current and pertinent to the clientele of the area served and designed to enhance the accomplishments of the Center's objectives. The overall appearance and quality of reproduction will be maintained and the timing of the distribution will continue to be an important consideration.

Procedure
Implementation

TASK	BENEFICIARY	RESPONSIBILITY	APPROX. COST	TIME ESTIMATE
Compile, print, and distribute monthly newsletter	Current mailing list	Staff	$ 540	July-June 1969-1970
Compile, print and distribute Circular Letter	Current mailing list	Staff	$ 120	July-June 1969-1970
Disseminate information relevant to project funding, Center activities & purpose	LEA's	Staff	$ 120	July-June 1969-1970

SUMMARY

The preceding information has been furnished to review for the reader the planning committments of the Orange County Supplementary Educational Center prior to funding on June 30, 1969.

The sections that follow are a description of the Center's attempt to implement its program after funding and supplies an analysis of compiled data as to the degree the Center has been successful in meeting its committment as stated in its objectives.

FORMATIVE EVALUATION

FORMATIVE EVALUATION

Formative evaluation relates to an assessment of the processes the Orange County Supplementary Educational Center uses to realize its objectives. It involves the interworkings of the Center with its clients through its organizational structure and activities, and feedback from these clients as to Center operations. Specifically, the formative evaluation of the Orange County Supplementary Educational Center relates to Policy Objectives 1.0 and 2.0.

Policy Objective One: Relevant Data

In attempting to implement policy objective one, the Orange County Supplementary Educational Center engaged in the following procedures:

a. *The Orange County Supplementary Educational Center will administratively support Board of Directors Meetings within the framework of the Center's Bylaws.*

Under the provisions of E.S.E.A. Title III, an advisory board is established as a program determining body for each Supplementary Educational Center. Sections II, III, and IV of the Bylaws of the Orange County Supplementary Educational Center, shown in Appendix A, implement these provisions. Through the monthly Board meetings, educators and noneducator members of the community are able to provide programmatic direction for Center activities. In addition, the Center staff provides interim program reports to the Board for their information and evaluation.

A list of categories of membership and the names of present Board members

by category is provided in Appendix B. Membership participation includes public and nonpublic educational institutions from the elementary through the university level, as well as interested community agencies.

Appendix C constitutes a typical Board agenda. Constant effort is made to involve the Board of Directors in Center programmatic decisions and activities.

b. *The Orange County Supplementary Educational Center will administratively support Planning Committee meetings within the framework of the Center's Bylaws.*

In addition to the Board of Directors, the Bylaws of the Orange County Supplementary Educational Center has established a Planning Committee. Organized in 1966, this "grass roots" organization represents segments of the greater community of Orange County. Planning Committee meetings are held monthly, and are devoted to dissemination of information on Center activities and a program highlighting an innovative or exemplary educational program. Supported by the Center staff, the Planning Committee is responsible for the following six functions:

1. Identification and collection of project ideas within the county and submission of them to the Center Director for his review of the proposal or abstract.

2. Acting as a committee of the whole, consideration, evaluation, and action on proposals or abstracts.

3. Participation on ad hoc Project Development Committees to assist as needed and requested in the development of project proposals and abstracts.

4. Recommendation to the Board of Directors regarding project proposals or abstracts from persons or organizations.

5. Hearing of periodic reports from the Board of Directors, the Director of the Supplementary Educational Center, and guest speakers regarding ESEA Title III programming and other pertinent subjects.

6. Dissemination of relevant information concerning Federal programs in education to the greater community of Orange County.

c. *The Orange County Supplementary Educational Center will annually compile a new Planning Committee membership list.*

The annual compilation of Planning Committee membership illustrates annual growth of membership since the Center's inception. Each year the Center extends an invitation to County public and nonpublic schools as well as community organizations to participate on the Planning Committee. Total membership attempts to represent a cross section of the Orange County community. The letter of invitation and graphic diagram of Planning Committee membership appear in Appendix D.

d. *The Orange County Supplementary Educational Center will conduct, through its Planning Committee membership, an evaluation of Center activities.*

Planning Committee membership is annually used to provide feedback to the Center staff as to the extent Center activities are meeting client needs. The membership is asked annually to evaluate itself by completing a survey document provided by the Center. This year's evaluation results are included as Appendix E.

e. *The Orange County Supplementary Educational Center will provide information on its activities to the Orange County Board of Education upon request.*

The Orange County Board of Education is the applicant agency for the Orange County Supplementary Educational Center. In this role, it approves the Center's application document, making it imperative that the Center keep the County Board informed of its programmatic operations. This past year, the Center Director reported to the County Board at its November 20, 1969 meeting. Several transparencies were utilized to communicate clearly the purposes and workings of the Center and the presentation became a part of the official board minutes. The County Board of Education is also kept informed of Center activities through one County Board member and the County Superintendent of Schools being members of the Center's Board of Directors.

f. *The Orange County Supplementary Educational Center will meet and confer with other agencies concerned with educational enhancement.*

The Center has attempted to participate in two local organizations in its efforts to maintain effective working relationships with the Orange County community. One agency, Project 21, is designed to plan systematically for the future, and is composed of representatives from major facets of the community. Monthly meetings of Project 21 are held at the University of California, Irvine. The South Coast Council for Educational Development

is another organized group interested in education in Orange County. Many of their goals overlap those of the Center.

In addition, the Center staff often attends meetings of other community organizations to obtain information on their needs and to explain Center activities and objectives.

Evaluation of the Center's Performance as to Policy Objective One

An assessment of the Center's performance in relation to relevant criteria for Policy Objective One follows.

I. *Administrative support for Board of Director's Meetings within the framework of the Center's Bylaws.*

Positive Evidence

a. Board of Directors meetings are scheduled monthly.

b. Membership on the Board reflects a cross-section of the educational and community agencies of Orange County.

c. Programmatic direction for Center activities is provided by the Board of Directors.

d. The Center staff informs the Board of its activities at the monthly meetings and prepares an interim report for their review.

e. Center materials are disseminated to Board members upon their publication.

f. Each meeting has an agenda and minutes are recorded and on file.

Negative Evidence

a. Attendance at Board meetings is irregular.

b. Board responsibilities are not clearly understood.

Appraisal

Overall Center performance of this task is satisfactory. Considerable evidence exists of efforts to involve the Board of Directors in the Center's operations. Board members are interested individuals who have a sincere desire to serve on projects of community betterment. They represent busy people with diverse interests. Sometimes their participation at meetings conflict with their needed efforts to earn a living. This conflict, has on a number of occasions, probibited some members from attending as many meetings as they would like. New ideas need to be identified to ensure better attendance and meaningful involvement of members at Board meetings, such as in the "Capitalize on Your Experience" program and the priority setting of Title III project applications prior to submission.

2. *Administrative support for Planning Committee meetings within the framework of the Center's Bylaws.*

Positive Evidence

a. Planning Committee meetings are scheduled monthly, and an agenda and minutes of the past meeting are regularly provided.

b. The Planning Committee performs specific functions described in the Center's Bylaws.

c. Considerable evidence exists of Planning Committee involvement in these functions.

d. Attendance at Planning Committee programs has increased each year of the Center's operation.

e. The Center staff disseminates pertinent information and presents a program at each Planning Committee meeting.

Negative Evidence

a. Little evidence exists to determine if information presented at Planning Committee meetings is disseminated to client agencies by their representatives, thus causing a breakdown in communications.

Appraisal

Center achievement of this procedural objective has considerably improved this past year. Planning Committee attendance has been significantly enhanced by a program schedule structured to client needs. Effort needs to be channeled toward improving the use of Planning Committee members as transmitters of information presented at meetings to the agencies they represent so that Center objectives are clearly and accurately disseminated.

3. Annual compilation of a new Planning Committee membership.

Positive Evidence

a. The Center staff has compiled a new Planning Committee membership every year.

b. Planning Committee membership has increased annually.

c. Planning Committee membership represents a cross-section of the Orange County community as established by the intent of E.S.E.A. Title III, P.L. 90-35, amended.

Negative Evidence

None.

Appraisal

The Orange County Supplementary Educational Center has competently performed this task.

4. *The conducting of a yearly evaluation of Center activities through its Planning Committee membership.*

Positive Evidence

a. An annual evaluation of Center activities by the Planning Committee membership is performed by the Center staff.

b. 68% of the Planning Committee membership completed and returned the evaluation form this year.

Negative Evidence

None.

Appraisal

The Orange County Supplementary Educational Center has competently performed this task. Investigation of ways to increase the percentage of respondents on the Planning Committee evaluation should be undertaken to insure more objectivity.

5. *The providing of information on Center activities to the Orange County Board of Education upon request.*

Positive Evidence

a. At a regularly scheduled board meeting, the County Board of Education heard a progress report from the director on Center purposes, activities, and programs.

b. Materials were provided County Board members amplifying these activities.

c. A County Board member and the County Superintendent of Schools serve on the Center's Board of Directors.

d. The County Board approves the Center's application document.

Negative Evidence

a. County Board members have expressed a desire to obtain more current information on Center activities.

Appraisal

Although the Center staff attempts to inform the County Board of Education of its activities, Board members appear to desire additional information. Additional dedication to this task is indicated to maintain an open and accurate flow of communicating of the Center's objectives and programs.

6. *The meeting and conferring with other agencies concerned with educational enhancement.*

Positive Evidence

a. The Center attends meetings of Project 21, an organization with similar goals, at the University of California, Irvine.

b. This year, the Center has met with the Orange County White House Conference on children and youth, members of the Coordinating Council of Criminal Justice, and several other community organizations on selected occasions.

Negative Evidence

a. Many worthy community agencies exist which the Center could affect, but is unaware of and is not involved with.

Appraisal

The present performance of the Center in regards to this procedural objective is satisfactory, but needs improvement. Strides need to be taken to increase contacts with community agencies concerned with educational enhancement. The Center staff needs to participate in their programmatic activities as well as have them represented on its Planning Committee. Additional effort to this task is indicated to ensure open and accurate communications of the Center's objectives and programs.

PERFORMANCE CHART

Criterion	Performance Yes	Performance No
Procedure - The Orange County Supplementary Educational Center will give administrative support for Board of Directors meetings within the framework of the Center's Bylaws.		
1. Board of Directors meetings are scheduled monthly.	x	

Criterion	Performance Yes	No
2. Membership on the Board reflects a cross-section of the educational and community agencies of Orange County.	x	
3. Programmatic direction for Center activities is established by the Board of Directors.	x	
4. The Center staff informs the Board of its activities at the monthly meetings and prepares an interim report for their perusal.	x	
5. Center materials are disseminated to Board members upon their publication.	x	
6. Each meeting has an agenda and meetings are recorded and on file.	x	
7. Members attendance at Board meetings is adequate.		x
8. Guidelines and activities for Board responsibilities are sufficiently motivating.		x

Procedure - The Orange County Supplementary Educational Center will give administrative support for Planning Committee meetings within the framework of the Center's Bylaws.

1. Planning Committee meetings are scheduled monthly and an agenda and minutes of the past meeting are regularly provided.	x	
2. Definite functions have been identified for the Planning Committee.	x	
3. Considerable evidence exists of Planning Committee involvement in these functions.	x	
4. Attendance at Planning Committee programs has been consistently higher than in past years and is recorded.	x	
5. The Center staff disseminates pertinent information and presents a program at each Planning Committee meeting.	x	

Criterion	Performance	
	Yes	No
6. Data exists that information disseminated at Planning Committee meetings is carried back to client agencies by their representatives.		x

Procedure - The Orange County Supplementary Educational Center will annually compile a new Planning Committee membership.

1. The Center staff has completed a new Planning Committee membership every year.	x	
2. Planning Committee membership has increased annually.	x	
3. Planning Committee membership represents a cross-section of the Orange County community, as specified in ESEA Title III, P.L. 90-35, amended.	x	

Procedure - The Orange County Supplementary Educational Center will conduct, through its Planning Committee membership, an evaluation of Center activities.

1. An annual evaluation of Center activities by the Planning Committee membership is performed by the Center staff.	x	
2. A high percentage of the Planning Committee membership completed the evaluation form this year.	x	

Procedure - The Orange County Supplementary Educational Center will provide information on its activities to the Orange County Board of Education upon request.

1. At a regularly scheduled meeting, the County Board heard a report on Center purposes and activities by the director.	x	
2. Materials were provided County Board members amplifying these activities.	x	
3. A county Board member and the County Superintendent of Schools serve on the Center's Board of Directors.	x	
4. The County Board approves the Center's application document.	x	

Criterion	Performance Yes	No
5. County Board members feel they are sufficiently informed of Center activities.		x

Procedure - The meeting and conferring with other agencies concerned with educational enhancement.

1. The Center participates in meetings of Project 21 at the University of California, Irvine.	x	
2. This year, the Center has met with other community organizations on selected occasions.	x	
3. The Center has interfaced with existing community agencies to an acceptable degree.		

Policy Objective Two: Relevant Data

In attempting to implement Policy Objective Two, the Orange County Supplementary Educational Center engaged in the following procedures:

a. *The Orange County Supplementary Educational Center will conduct System Training Programs.*

Federal funding practices demand applicants utilize a particular process, commonly known as the system approach. This process involves (1) identification of a need, (2) setting objectives to meet this need, (3) establishing procedures to reach the objectives, and (4) conducting an evaluation to determine if the procedures did meet the objectives.

Since the system approach has been so closely identified with the Federal application process, supplementary educational centers in California have

undertaken the task of providing system training for its clients. In this context, utilizing instructional material developed by the E.S.E.A. Title III Program Operation P.E.P., the Orange County Supplementary Educational Center sponsored a series of six workshops this past year for forty selected participants. Consultants were Dr. Roger Kaufman, Chapman College, and Dr. Les Shuck, Newport-Mesa Unified School District, two original consultants to P.E.P. Appendix F, Exhibits A thru I offers a complete description of the System Training Workshop from the early planning stages to evaluation. In addition, the Center circulates on loan a series of filmstrip/tape materials, designed by Dr. James Popham of U.C.L.A., which provide concentrated training in this area, specifically in terms of writing behavioral objectives. The filmstrips have been checked out over one hundred times by local public and nonpublic schools and evaluation feedback on their usefulness is very favorable. The evaluation results are illustrated in Appendix G.

b. *The Orange County Supplementary Educational Center will conduct workshops on Research and Program Development for interested educators.*

In 1968-69, the Orange County Supplementary Educational Center presented a Planned Change Series, featuring Dr. Kenneth A. Tye and Dr. Gerald Novotney of I/D/E/A. The objective of this series was to provide local educators with technique for initiating effective planned educational change.

This year the Center has involved Series participants in a follow up activity designed to promote constructive program development. A program, entitled "Capitalize on Your Experience," offered these participants an opportunity to utilize Center resources to initiate a program designed to implement the teachings of the Planned Change Workshop. Six such projects were submitted to a team of Planning Committee members for review, evaluation, and recommendation to the Board of Directors. After assessing this review team's recommendations, the Center's Board of Directors voted to support four projects. These projects, utilizing the system approach, were implemented this past year. Appendix H contains materials that help explain the "Capitalize on Your Experience" program.

The Center also circulated a film entitled, "Overcoming Resistance to Change". A number of school districts viewed the film with their staff members in an attempt to better understand the problems associated with the introduction of a new idea. An evaluation of the effectiveness of the film is located in the Appendices.

In addition, the Center provided an Evaluation Workshop for fifteen county educators who have evaluation responsibilities. An evaluation of that workshop was performed but the data was not available at the time this document was written.

c. *The Orange County Supplementary Educational Center will conduct long-range planning and research activities.*

To make long-range planning more effective, the Center conducts an annual

survey of its clients' needs. Planning Committee members and other agencies are contacted and are asked to respond to an open ended questionnaire. A typical response is furnished in Appendix I. In addition, client needs were surveyed at meetings of the California Association of Secondary School Administrators and the Center's Board of Directors. Every program evaluation allows the respondent to state if he feels additional program assistance is needed on selected topics.

Through these mechanisms, the Center staff attempts to present a well-structured activity format geared to client needs.

Two research projects conducted by the Center in cooperation with other agencies were in the area of Speech Fright and The Use of Educational Media. The Speech Fright project researched the behavioral manifestations affecting children and their ability to communicate in an oral situation.

Through the cooperation of the Fountain Valley School District, Technicolor Corp. and the Supplementary Educational Center, a research study was conducted to determine trends in student attitude and behavior through the saturation of a school with 8mm single-concept loop films. Technicolor donated equipment and material for the project and the Center assisted with the evaluation design.

A complete description of both programs, including products developed, is on file in the Center's office.

d. The Orange County Supplementary Educational Center will assist in ESEA Title I, VI, VII, and VIII evaluation efforts.

Increasingly, the U. S. Office of Education and the California State Department of Education demand thorough evaluation of all Federal projects. Center staff members are frequently invited to assist in this area.

In terms of Title I, the Orange County area has piloted local evaluation of existing projects. The Center staff is involved in coordinating Title I countywide meetings and providing information to interested parties. In the Title VI area, staff members participated this year in auditing of projects in La Mesa and San Francisco, as well as arranging conferences for local districts with state Title VI representatives. As far as Title VII is concerned, only one district in Orange County has such a program and the staff of this district was provided planning assistance by the Center last summer. There is no Title VIII project in the area serviced by the Orange County Supplementary Educational Center. Services are provided for agencies involved with these titles as long as they do not conflict with the Center's Title III objectives.

e. The Orange County Supplementary Educational Center will maintain resource materials on funding sources.

The Center staff has established a KWIC file containing relevant materials on Federal projects and procedures. Over seven hundred items are in this

file. Center library materials also include books and materials pertaining to aspects of the system approach. In addition, the Center maintains a file on Federal legislation pertaining to education called "The Guide". All Center materials are available on loan to interested clients.

The Center itself has published two source documents for agencies interested in applying for outside funds. The first, Improving the School Program Through the Effective Use of Federal Funds, has been widely distributed within and without Orange County. The California Teacher Association thought highly enough of this publication to disseminate it as one of their Research Monographs. The other document, Foundation Funding and Financial Support for School Programs, informs interested agencies about educational fund sources besides the Federal government. Over one hundred copies of this document have been distributed. (See Supporting Letters)

f. The Orange County Supplementary Educational Center will assist in reviewing, writing, and preparing project applications.

The major function of the Center has been to assist local districts in making Title III applications. This past year, the Center provided this assistance in several ways.

(1) The Center's Plannign Committee heard fifteen project proposals and provided planning assistance by commenting on a reaction sheet.

(2) The Center staff provided direct assistance to twelve Orange County school districts writing new Title III applications for the February 1 deadline.

(3) The Center's Board of Directors reviewed the twelve completed projects and established priorities.

(4) Center staff members assisted districts writing continuation grants and attended the related negotiation sessions. Priority is given to this assistance task in terms of staff time, especially in periods directly before funding deadlines.

(5) The Center provided financial support in the form of clerical or consultant assistance to districts that were unable to perform these services for themselves or where Center staff lacked expertise or were committed to other programs being developed. Each instance of such support resulted in a submitted project for February 1 deadline. (A list of projects from Orange County submitted February 1, 1970 is included in the appendices.)

Evaluation of the Center's Performance as to Policy Objective Two

An assessment of the Center's performance in relation to relevant criteria for Policy Objective Two follows.

I. Sponsorship of System Training Programs.

Positive Evidence

a. A six-part system training workshop, geared to preestablished objective and performance requirements, was provided for interested clients this past year.

b. Participant evaluation of this workshop was favorable.

c. The Popham Filmstrip Materials, providing programmed instruction in this area, were widely disseminated.

d. Users of these materials evaluated them highly.

e. Written assignments were monitored in order to evaluate participants' progress.

Negative Evidence

a. Attendance at the system workshop experienced a high mortality rate because of serious time constraints.

b. No pre/posttest data were compiled and analyzed for measuring participant's change in acquired cognitive skills.

Appraisal

Although the Orange County Supplementary Educational Center provided a workshop on the system approach, participant response was only fair. Client requests indicate scheduling more programs of this type which do not conflict with the daily demands of administering a school program. In addition to monitoring participant learning through actual written exercises, the Center is encouraged to compile and analyze pre and posttest changes in cognitive skills.

2. *Sponsorship of workshops on Research and Program Development for interested educators.*

Positive Evidence

a. The Center presented a workshop series on Planned Change.

b. The Center followed up this workshop with a structured relevant activity format.

c. The Center provided an Evaluation Workshop for selected county educators.

Negative Evidence

a. No workshop specifically designed to provide training in pure research was sponsored by the Center this year.

Appraisal

The Center has sponsored many programs this year that relate to research and program development. The most ambitious undertaking was last year's Planned Change Series. However, no workshop geared to development of

techniques in pure research was held this past year. Next year's planning should take this into consideration or the activity be adjusted.

3. The conducting of long-range planning and research activities.

Positive Evidence

a. The annual survey of the Center's Planning Committee was undertaken to determine their program and activity needs.

b. The Center's Board of Directors and the local chapter of the California Association of Secondary School Administrators were also surveyed through appropriate instruments.

c. Participants at Center programs are provided an opportunity in their evaluation to indicate whether further programs are needed in the area involved.

d. The Center staff attempts to schedule as much of their yearly calendar as possible during the preceding summer.

e. Two cooperative research projects were conducted.

Negative Evidence

The quality of data compiled and analyzed from cooperative research were incomplete and lacked sophistication.

Appraisal

The Orange County Supplementary Educational Center has competently performed this procedural objective. The uncertainty of Center financing often makes long-range planning difficult, but evidence exists of strong Center accomplishments in this regard. A workshop on the techniques of pure research might facilitate the omission of errors evident in the research efforts.

4. *Assistance in E.S.E.A. Title I, VI, VII, and VIII evaluation efforts.*

Positive Evidence

a. The Center staff coordinates meetings and provides information on Title I.

b. The Orange County area has piloted local external evaluation of Title I projects.

c. The Center staff has participated on two Title VI audit teams.

d. The Center staff schedules meetings between local representatives and state Title VI personnel.

e. The Center staff has provided planning assistance to local Title VII personnel.

Negative Evidence

a. The Center staff has not been invited to participate directly in the evaluation of Title I or Title VII projects.

Appraisal

In general, the Orange County Supplementary Educational Center demonstrates effort to assist in evaluation of various ESEA Titles besides Title III. They have been directly involved in Title VI evaluation, and are partially responsible for the beginning of State evaluation of Title I in Orange County. Titles VII and VIII are too new to expect much Center evaluation involvement at this time. Reappraisal of this procedural objective should be undertaken by the Center next year consistent with its Title III obligations for performing evaluation services.

5. *Maintenance of resource materials on funding sources.*

Positive Evidence

a. The Center staff maintains a KWIK file as a handy reference source for materials relevant to Center purposes.

b. Interested clients are presented an opportunity to check out Center materials.

c. The Center staff produces source documents for agencies interested in applying for outside funds.

d. Evidence exists of favorable evaluation and wide dissemination of Center-produced source documents.

e. The Center maintains "The Guide", a file on Federal legislation affecting education.

Negative Evidence

None.

Appraisal

The Orange County Supplementary Educational Center has competently performed this task. The acquisition of resource materials to the Center library has created some need for reorganization to facilitate more efficient processing of these materials.

6. *Assistance in reviewing, writing, and preparing project applications.*

Positive Evidence

a. County Title III project proposals were presented to the Center's Planning Committee for planning assistance and constructive comments.

b. The Center staff provided direct assistance to local districts preparing new Title III proposals.

c. County Title III projects were reviewed by the Center's Board of Directors for priority setting.

d. The Center staff assisted districts in their preparation and negotiation of continuation grants.

e. Priority in staff time is given to assisting districts with Title III applications.

Negative Evidence

None.

Appraisal

As expertise of district personnel in writing Title III applications has increased, staff assistance has become more advisory and indirect. However evidence indicates good fulfillment of client needs in this area. At the February 1, 1970 submission deadline, seventeen projects were submitted from Orange County with thirteen receiving assistance from the Center staff.

PERFORMANCE CHART

Criterion	Performance Yes	Performance No
Procedure - The Orange County Supplementary Educational Center will conduct System Training Programs.		
1. A System Training Workshop, geared to preestablished objectives and performance requirements, was provided for interested clients this past year.	x	
2. Participant evaluation of the System Training Workshop content and presentation was favorable.	x	
3. Participant evaluation to the System Training Workshop was favorable, as indicated by their response to an evaluation of the system concept.	x	
4. Regular attendance characterized the System Workshop.		x
5. The Popham filmstrip materials, providing programmed instruction in this area, was widely disseminated.	x	
6. Users of the Popham filmstrip materials evaluated them highly.	x	
7. Pre and posttest data were captured to document change in participants' performance for System Workshop and Popham materials.		x
Procedure - The Orange County Supplementary Educational Center will conduct workshops on Research and Program Development for interested educators.		
1. The Center presented a workshop series on Planned Change.	x	
2. The Center followed up this workshop with a structured, relevant activity format.	x	
3. The Center provided an Evaluation Workshop for selected county educators.	x	
4. A workshop specifically designed to provide training in pure research was sponsored by the Center this year.		x

Criterion	Performance Yes	No
Procedure - The Orange County Supplementary Educational Center will conduct long-range planning and research activities.		
1. An annual survey of the Center's Planning Committee was undertaken to determine their program and activity needs.	x	
2. Other organizations were also surveyed through appropriate instruments.	x	
3. Participants at Center programs are provided an opportunity in their evaluation to indicate whether further programs are needed in the area involved.	x	
4. The Center staff attempts to schedule as much of their yearly calendar as possible during the preceding summer.	x	
5. Cooperative research projects were complete and sophisticated.		x
Procedure - The Orange County Supplementary Educational Center will assist in ESEA Title I, VI, VII, and VIII evaluation efforts.		
1. The Center staff coordinates meetings and provides information on Title I.	x	
2. The Orange County area has piloted local external evaluation of Title I projects.	x	
3. The Center staff has participated on Title VI audit teams.	x	
4. The Center staff schedules meetings between local representatives and state Title VI personnel.	x	
5. The Center staff has provided planning assistance to local Title VII personnel.	x	
6. The Center staff has participated directly in evaluations of Title I or VII projects.		x

Criterion	Performance Yes	No
Procedure - The Orange County Supplementary Educational Center will maintain resource materials on funding sources.		
1. The Center staff maintains a KWIC file as a handy reference source for materials relevant to Center objectives and programs.	x	
2. Interested clients are provided an opportunity to check out Center materials.	x	
3. The Center staff produces source documents for agencies interested in applying for outside funds.	x	
4. Evidence exists of favorable evaluation and wide dissemination of Center-produced source documents.	x	
5. The Center maintains "The Guide", a file on Federal legislation affecting education.	x	
Procedure - The Orange County Supplementary Educational Center will assist in reviewing, writing, and preparing project applications.		
1. County Title III project proposals were presented to the Center's Planning Committee for planning assistance and constructive comments.	x	
2. The Center staff provided direct assistance to local districts preparing new Title III proposals.	x	
3. County Title III projects were reviewed by the Center's Board of Directors for priority setting.	x	
4. The Center staff assisted districts in the preparation and negotiation of continuation grants.	x	
5. Priority in staff time is given to assisting districts with Title III applications.	x	

SUMMATIVE EVALUATION

SUMMATIVE EVALUATION

Summative Evaluation relates to an assessment of the products that the Orange County Supplementary Educational Center has developed in its efforts to realize its objectives. It is directly concerned, in a broad sense, with the programs and dissemination instruments of the Center. Specifically, the summative evaluation of the Orange County Supplementary Educational Center relates to Policy Objectives 3 and 4.

Policy Objective Three: Relevant Data

In attempting to implement Policy Objective Three, the Orange County Supplementary Educational Center engaged in the following procedures:

a. *The Orange County Supplementary Educational Center will bring directors of innovative projects to Orange County as resource persons.*

One activity the Center utilizes to effect diffusion of improved and proven educational practices is to expose Orange County educators and citizens to directors of innovative projects in other areas. Through this exposure, decision-makers can determine if they wish to adapt or adopt the practice observed.

The past year, the Center sponsored six programs that featured outside project directors. (Five are funded ESEA, Title III Projects)

1. Mr. Herbert Brayer presented the Title III Drug Misuse Project that he directs in the Coronado Unified School District.
2. Mr. Robert Reeder presented the Title III Learning Activity Package Project that he directed in the Hughson Union High School District.

3. Mr. Leon East presented the Title III Continuation Education System Development Project that he directs in the LaPuente Union High School District.
4. Mr. Len Lasnik presented the Title III Oral Communication Project that he directs in Alameda County.
5. Mr. Fenwick English presented the EPDA Differentiated Staffing Project that he directs in the Temple City Unified School District.
6. Mr. Ken Berridge presented the Title III Simulation Project that he directed in the Sunnyvale School District.

In addition, the Center sponsored three local programs:

1. Sing Out Orange County, featuring Orange County youth in a musical presentation of a positive nature.
2. Minicourses, featuring students and administrators of three local high schools who have included student-initiated courses in their curriculum.
3. Ecology and Orange County, featuring Mrs. Kathy Cousins of the Orange County Planning Department and Mr. Nat Lamm of the Orange County Department of Education in an Earth Day presentation stressing the present ecological status of Orange County.

The evaluation data for each of these programs is included in Appendix J. Evaluation results and comments to each of these presentations were overwhelmingly favorable.

In addition, considerable evidence exists that some of these programs have

been adapted in some form in Orange County. The staff at El Dorado High School in the Placentia Unified School District is beginning to write Learning Activity Packages and is receiving training in individualized instruction. The Anaheim Elementary and Savanna School Districts have purchased the tapes of the Oral Communication Project and are using them in their instructional program. The Santa Ana Unified School District is developing a plan to adapt the concept of Differentiated staffing to their situations, and Newport Harbor High School, Newport-Mesa Unified School District, has been designated as a Simulation Center for their district to determine its usefulness as an instructional technique. Examples from local school district personnel indicating the Center's effect on the diffusion process are located in the section titled "Supporting Letters".

b. The Orange County Supplementary Educational Center will conduct visitations to priority projects.

Although bringing directors of outside projects to Orange County is an effective dissemination technique, often an actual on-site visit is necessary to get a true picture of an educational program. Recognizing this, the Center has sponsored six visitations to exemplary schools this year. When possible, these visitations were a follow up action to previous presentations. Excursions were taken as follows:

1. Coronado -- the Drug Misuse Project.
2. Hughson -- the Learning Activity Package Program.
3. La Puente -- the Continuation Education System Development Project.

4. Temple City -- the Differentiated Staffing Project.

5. Brookhaven -- to see a nongraded, team teaching program.

6. Top of the World -- to witness a nongraded, team teaching program.

Cumulative data obtained from these trips appears in Appendix K.

In addition, the Center developed a program to expose interested parties to funded ESEA Title III projects operating in Orange County. All six such projects were visited by excursion teams from local school districts.

c. *The Orange County Supplementary Educational Center will conduct priority workshops as survey dictates.*

In response to client needs indicated in needs surveys, the Center presented seven workshops this past year.

1. A System Analysis Workshop featuring Dr. Roger Kaufman and Les Shuck.
2. A PPBS Workshop featuring Dr. James Waters, Advisory Commission on School Distrcit Budgeting and Accounting.
3. A Microteaching Workshop featuring Mr. Robert Lundgren, Temple City Unified School District.
4. An Interaction Analysis Workshop featuring Mr. Robert Carlson, EPIC Evaluation Center.
5. A Nonverbal Communication Workshop featuring Dr. Charles Galloway, The Ohio State University.
6. A PPBS Simulation Workshop featuring Mr. Donald Miller, Operation PEP.
7. A Listening Skills Workshop featuring Mr. Len Lasnik, Alameda County.

Each workshop was presented to a special audience uniquely interested in

its content. The System Analysis and Simulation Workshops were designed for administrators. The PPBS Workshop was made to five distinct audiences at five seperate presentations. They were: (1) Department of Education personnel, (2) Directors of Vocational Education, (3) College Graduate students of School Administration, (4) Members to the Center's Planning Committee, and (5) Local School Business Officials. The Microteaching, Interaction Analysis, and Nonverbal Communication Workshops constitute the three parts of a workshop for teachers on classroom communcation, entitled "Accent on Exemplary Teaching", and the Listening Skills Workshop was an effort to train classroom teachers in methods of teaching better listening skills to school age children.

Evaluation response indicates high satisfaction with the Center's workshop schedule. The evaluation data from these sessions are included in Appendix L accompanied with a description of services, consultants, and written products produced or utilized.

d. The Orange County Supplementary Educational Center will compile, print, and distribute IMPACT III.

IMPACT, an annual publication of the Center, compiles worthy county programs that reflect educational change. Over eight hundred copies of the second edition of IMPACT II have been distributed.

During the current year, IMPACT III has been prepared for publication. It will include approximately 180 program descriptions, far more than its predecessors. Distribution is expected to be comparable to past years.

The success of IMPACT is well-documented. An evaluation sheet is enclosed with each copy distributed. Data obtained from this instrument has been highly complimentary and has been charted in a form shown in Appendix M.

e. *The Orange County Supplementary Educational Center will prepare and submit project applications for continuation of the Orange County Title III Planning Project.*

Continuation applications for all ESEA Title III projects must be written every year. The application indicates any changes that experience suggests and contains a short synopsis of the year preceding. It especially concentrates on providing accumulated evaluation data.

The Orange County Supplementary Educational Center is a Title III project, and therefore submits such a continuation application yearly. In 1969-70, its funding period was divided into two parts: July through March, and April through June. Consequently, the Center staff prepared two continuation documents.

These continuation applications indicate a steady increase in planning activities performed by the Center. A chart illustrated in Appendix N portrays the annual increase in these efforts. Such information is invaluable in assessing the Center's performance, and is typical of the data to be found in continuations.

This year, the Center staff wrote and submitted their continuation grant for 1970-71.

Evaluation of the Center's Performance as to Policy Objective Three

An assessment of the Center's performance in relation to relevant criteria for Policy Objective Three follows.

I. *The bringing of directors of innovative projects to Orange County as resource persons.*

Positive Evidence

a. The Orange County Supplementary Educational Center has presented a series of programs featuring directors of innovative projects outside Orange County with emphasis on E.S.E.A. Title III programs.

b. Audience evaluation of these programs was highly favorable.

c. Considerable evidence exists that local schools have adapted these programs for implementation.

Negative Evidence

None.

Appraisal

The Orange County Supplementary Educational Center has competently performed this task. The commitment of the Center here has led to six programs on projects outside Orange County and additional efforts to diffuse the concepts involved in Local schools.

2. *Sponsorship of visitations to priority projects.*

Positive Evidence

a. The Orange County Supplementary Educational Center has conducted a number of visitations to exemplary schools both within and outside Orange County.

b. Each of these trips was evaluated favorably by the excursion group.

c. Visits were arranged to all ESEA Title III projects operating in Orange County.

Negative Evidence

None.

Appraisal

The Orange County Supplementary Educational Center has competently performed this procedural objective. Four excursions have been sponsored to projects outside Orange County as follow ups to in-county programs. Visitations were taken within Orange County to all Title III projects and to two elementary schools featuring new developments. Positive evaluation feedback suggests continued Center efforts in this endeavor.

3. *Sponsorship of priority workshops as survey dictates.*

Positive Evidence

a. The Orange County Supplementary Educational Center conducted a series of training workshops consistent with determined client needs.

b. Evaluation feedback indicates high satisfaction with the workshops presented.

c. Appropriate materials were disseminated at each workshop.

d. Each workshop was presented to an audience especially interested in the training provided.

Negative Evidence

a. Declining attendance has characterized workshops of multiple sessions.

b. Pre and posttest data were not captured to ascertain change in participants' performance on cognitive skills.

Appraisal

Although the Center has presented a series of seven well-attended, favorably evaluated workshops this year, additional workshop training sessions should be considered for future years. Several facets of the system approach would provide ideal topics for future training. Further work in this area is suggested not only to meet client needs, but to improve the Center's performance here in relation to other Title III Centers in California. The Center staff will need to refine its data collection techniques for pre and post workshop comparisons on participants' performance.

4. *The compiling, printing, and distributing of IMPACT III.*

Positive Evidence

a. Wide distribution of IMPACT II has occurred.

b. IMPACT III has been prepared for publication. Articles have been collected and organized, and presented in a readable fashion.

c. As compared to its predecessors, IMPACT III reports more program descriptions from more local agencies.

d. Plans are to have equal or greater distribution of IMPACT III than was undertaken in previous editions.

e. Readers are provided an opportunity to evaluate IMPACT and have responded favorably.

Negative Evidence

None.

Appraisal

The Orange County Supplementary Educational Center has competentiy performed this task. IMPACT has been a great success story. It has increased in size annually, both in submissions and contributors. Work is virtually completed on IMPACT III at this time, and initial distribution is scheduled for June. IMPACT III will contain 180 programs, and a distribution of one thousand is anticipated.

5. *Preparation and submission of project applications for continuation of the Orange County Title III planning Project.*

Positive Evidence

a. The Center staff prepared and submitted two continuation applications this past year: one for April-June 1970, and one for July 1970-June 1971.

b. The applications contain valuable data for future Center operations.

c. Continuation application data indicate a steady increase in Center activities provided for clients.

Negative Evidence

None.

Appraisal

The Orange County Supplementary Educational Center has competently performed this procedural objective. Continuation applications have been submitted and favorably received. Center funding eventually resulted. In addition, the continuation application information was utilized by the Center staff to improve their performance.

PERFORMANCE CHART

Criterion	Performance Yes	Performance No
Procedure - The Orange County Supplementary Educational Center will bring directors of innovative projects to Orange County as resource persons.		
1. The Center presented a series of programs featuring directors of innovative projects outside Orange County.	x	
2. Audience evaluation of these programs was highly favorable.	x	
3. Considerable evidence exists that local schools have adapted these programs for implementation.	x	
Procedure - The Orange County Supplementary Educational Center will conduct visitations to priority projects.		
1. The Center conducted a number of visitations to exemplary schools both within and outside Orange County.	x	
2. These trips were evaluated favorably by the excursion group.	x	
3. Visits were arranged to all ESEA Title III projects operating in Orange County.	x	
Procedure - The Orange County Supplementary Educational Center will conduct priority workshops as survey dictates.		
1. The Center conducted a series of training workshops consistant with determined client needs.	x	
2. Evaluation feedback indicates high satisfaction with the workshops presented.	x	
3. Appropriate materials were disseminated at each workshop.	x	
4. Each workshop was presented to an appropriate audience.	x	
5. Consistant attendance characterizes Center workshops of multi-sessions.		x

Criterion	Performance Yes	No
6. Pre and posttest data were captured to document change in participants' performance.		x

Procedure - The Orange County Supplementary Educational Center will compile, print, and distribute IMPACT III.

1. Wide distribution of IMPACT II has occurred.	x	
2. Publication of IMPACT III has begun.	x	
3. IMPACT III illustrates growth in program descriptions and client participation.	x	
4. Planned distribution of IMPACT III within Orange County is greater than that of past years.	x	
5. Readers are provided an opportunity to evaluate IMPACT and have responded favorably.	x	

Procedure - The Orange County Supplementary Educational Center will prepare and submit project applications for continuation of the Orange County Title III Planning Project.

1. The Center staff prepared and submitted required continuation applications this past year.	x	
2. The applications contain valuable data for future Center operations.	x	
3. Application data indicate an increase in Center activities provided for clients.	x	

Policy Objective Four: Relevant Data

In attempting to implement Policy Objective Four, the Orange County Supplementary Educational Center engaged in the following procedures:

a. *The Orange County Supplementary Educational Center will compile, print, and distribute a monthly newsletter.*

The major method the Center utilizes to familiarize clients with its services, programs, and objectives is publication off a monthly newsletter. A copy of this newsletter is contained in Appendix O.

Approximately eight hundred copies of each newsletter are distributed to a mailing list that includes Planning Committee members, superintendents, assistant superintendents of instruction, principals, and the nonpublic schools.

The newsletter contains reports of past Center activities, announcement of future Center activities, references to other Center services, and up-to-date information on Federal aid. A staff member is assigned the newsletter as a priority responsibility.

This past year, nine copies of the newsletter were produced. No newsletter was distributed in July, December, or March because of vacations and other pressing Center business.

b. *The Orange County Supplementary Educational Center will compile, print, and distribute circular letters.*

At times, information needs to be disseminated to clients rapidly, and

relying on the newsletter as a communication device is not practical. In these situations, the Center distributes a circular letter to a relevant mailing list so that the data involved can be transmitted quickly. A copy of such a circular letter is shown in Appendix P.

During the four years of the Center's existence, seventeen circular letters have been disseminated. This year, less circular letters were distributed than usual, perhaps partially due to the greater number of newsletter issues. However, circular letters remain an important dissemination mechanism of the Center.

c. *The Orange County Supplementary Educational Center will disseminate information relevant to project funding, Center activities, and Center purpose.*

Since dissemination is a vital responsibility of the Center, other means are used besides the Newsletter and circular letters to transmit information to county educators and citizens. The Center staff spends as much time as possible visiting district offices, schools, and other agencies in the Orange County area. In addition, staff of client agencies often visit the Center office to take advantage of available publications and staff expertise.

Probably more information is provided by telephone than any other means of dissemination. Phone communication represents a heavy use of staff time. Exact data on number of calls, subject of calls, and time spent

on the phone is not available, but staff experience implies a strong reliance placed on this communication method by clients.

The Center also distributes information brochures to announce upcoming programs. Examples are illustrated in Appendix Q. The brochures are mailed to all educators and citizens whose positions or interests are related to the topic involved. Normal distribution is approximately five hundred. Attendance at Center programs this year suggests the brochures have been basically effective.

At Center programs, additional materials on Center operations are often distributed. Also, the business meetings of the Planning Committee serve, in essence, as a dissemination period to Planning Committee members. Since minutes of these meetings are mailed to all members the following month, even members who can not attend a Planning Committee session receive the information transmitted.

Despite all these efforts, many county educators and residents are unaware of the objectives of the Orange County Supplementary Educational Center while still others are misinformed or possess inaccurate information. Consequently, additional advertising of the Center and its objectives appears necessary.

Evaluation of the Center's Performance as to Policy Objective Four

An assessment of the Center's performance in relation to relevant criteria for Policy Objective Four follows.

I. The compiling, printing, and distributing of a monthly newsletter.

Positive Evidence

a. A newsletter is distributed periodically to interested individuals.

b. The newsletter contains considerable information on Center services, programs, and objectives.

c. Newsletter production and distribution is a priority activity of the Center staff.

Negative Evidence

a. Despite staff efforts to publish a monthly newsletter, only nine issues of the newsletter were distributed in 1969-70.

b. The effectiveness of the newsletter was not evaluated.

Appraisal

The Center's Newsletter basically was a successful dissemination document this past year and county educators and citizens were informed of Center activities through its distribution. However, the original objective of having the newsletter come out monthly was not met. It is recommended next year that additional effort be expended to accomplish this or the monthly criterion for this objective be adjusted.

2. *The Orange County Supplementary Educational Center will compile, print, and distribute circular letters.*

Positive Evidence

a. Circular letters are utilized by the Center for rapid transmittal of important information.

b. The Circular letters are disseminated to a wide, appropriate mailing list.

Negative Evidence

a. Less circular letters were distributed this past year than in previous years.

b. Effectiveness of circular letters was not evaluated this year.

Appraisal

Continued use of circular letters as a dissemination device by the Center staff characterized 1969-70. However, the number of such letters declined during this period. Correction or justification of this situation should be a concern for 1970-71 and the appropriateness of circular letters be reviewed.

3. *The Orange County Supplementary Educational Center will disseminate information relevant to project funding, Center activities, and Center purpose.*

Positive Evidence

a. Considerable staff time is spent communicating information to interested clients through telephone conversations.

b. Informative brochures on Center programs are distributed to persons with an interest in the program topic.

c. Attendance figures at Center programs indicate good brochure effectiveness.

d. Materials with information on Center operations are distributed at Center meetings.

e. All Planning Committee members are kept informed of Center activities through attendance at Planning Committee meetings or receipt of minutes of these meetings.

f. The Center staff often interacts with clients through on-site visits to local agencies and through client visits to the Center office.

Negative Evidence

a. Many Orange County educators and interested citizens are still unaware of the Orange County Supplementary Educational Center and its objectives, while others are misinformed or possess inaccurate information.

Appraisal

The Center is utilizing a number of procedures to disseminate information on its activities and services. These include regular publications, phone conversations, brochure announcements, and scheduled business meetings. The effort here is commendable. However, the number of educators who still are uninformed about Center operations suggests additional concentration on accomplishing this task.

PERFORMANCE CHART

Criterion	Performance: Yes	Performance: No
Procedure - The Orange County Supplementary Educational Center will compile, print, and distribute a monthly newsletter.		
1. A newsletter is distributed periodically to an extensive mailing list.	x	
2. The newsletter contains considerable information on Center services, programs, and objectives.	x	
3. Newsletter production and distribution is made a priority staff responsibility.	x	
4. The newsletter is issued monthly.		x
5. The newsletter's effectiveness was evaluated.		x
Procedure - The Orange County Supplementary Educational Center will compile, print, and distribute circular letters.		
1. Circular letters are utilized by the Center for rapid transmittal of important information.	x	
2. The circular letters are disseminated to a wide, appropriate mailing list.	x	
3. As many circular letters were distributed this past year as in previous years.		x
4. The effectiveness of circular letters was evaluated.		x
Procedure - The Orange County Supplementary Educational Center will disseminate information relevant to project funding, Center activities, and Center purposes.		
1. Considerable staff time is spent communicating information to interested clients through telephone conversations.	x	
2. Information brochures on Center programs are distributed to persons with an interest in the program topic.	x	

Criterion	Performance	
	Yes	No
3. Attendance figures at Center programs indicate good brochure effectiveness.	x	
4. Materials with information on Center operations are distributed at Center meetings.	x	
5. All Planning Committee members are kept informed of Center activities through attendance at Planning Committee meetings or receipt of minutes of these meetings.	x	
6. Frequent interaction between interested clients and the Center staff occurs through staff visits to local agencies and client visits to the Center office.	x	
7. Orange County educators and interested citizens are informed of the Orange County Supplementary Educational Center and its objectives to a degree acceptable to the Center.		x

COST BENEFIT ANALYSIS

COST BENEFIT ANALYSIS

The evaluation of any program is not really complete unless it includes some assessment of the cost involved. However, while there is increasing emphasis being placed on the measurement of cost benefit in education, there is considerable uncertainty as how to accomplish a cost benefit analysis.

The purpose of this section of the evaluation is to present a rather straightforward analysis of the cost of implementing Center activities to achieve an objective and benefit accrued from these expenditures.

Stated differently, *if all the activities of reaching an acceptable level of performance on a Center objective are added together and then divided by the total cost of providing services toward the achievement of the objective, we derive a reasonable index of benefit/cost of the Center's operation.* In addition, the Center has determined the number of individuals served by each objective and with the use of simple arithmetic has calculated an index of benefit cost per individual served.

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CALIFORNIA SOCIETY OF
CERTIFIED PUBLIC ACCOUNTANTS

June 22, 1970

Orange County Department of Education
1104 Civic Center Drive West
Santa Ana, California

Gentlemen:

We have examined the statement of revenue and expenditure of the Supplementary Education Center Program of the Orange County Department of Education for the various grant award periods between May 1, 1966 and April 30, 1970. The program is supported by grant awards under Title III of the Elementary and Secondary Education Act (ESEA) of 1965 as amended. Our examination was made in accordance with generally accepted auditing standards and accordingly included such tests of the accounting records and such other auditing procedures as we considered necessary in the circumstances.

In our opinion the accompanying statement presents fairly the revenue and expenditure of the Supplementary Education Center Program of the Orange County Department of Education for the various grant periods between May 1, 1966 and April 30, 1970.

Very truly yours,

HPC&S:pf

Objective 1 — The Orange County Supplementary Educational Center will continue to maintain the kinds of working relationships with the various Orange County agencies that will enable the Center to fulfill its functions as they are set forth in the STATE POLICIES FOR THE IMPLEMENTATION OF TITLE III P.L. 89-10.

A	B		C	D	E	F
Activity	Cost		Number Served Per Activity	Number of Activities	Number by Activities	Total Cost ÷ Number by Activities
	Materials*	Consultant				B ÷ E
1.1 Administratively support Planning Committee meetings within the framework of the Center's Bylaws.	$ 66.00		(Shown in Activities 3.1 & 3.4)			
1.2 Administratively support Board of Director's Meetings within the framework of the Center's Bylaws.	98.00		12	10	120	$ .81
1.3 Meet and confer monthly with CASEC Executive Committee.	7.00	$ 322.00 6 trips - transportation		5		
1.4 Conduct evaluation of Planning Committee. Conduct Membership Survey. Compile new Planning Committee Membership List.	6.00		110			
1.5 Attend monthly meetings, Project 21. (University of California, Irvine)				2		
1.6 Attend monthly meetings, SCCED (South Coast Educational Development)				0		
TOTAL	$ 177.00	$ 322.00	122	17	120	$ 4.15

*Materials represent actual costs to the grant and does not include printing or reproduction costs which were absorbed by the LEA as an "in-kind" contribution and represents a substantial saving to the project.

Objective 2 — The Orange County Supplementary Educational Center will undertake or encourage research, evaluation and planning activities which closely relate to and support identified priority needs of students.

A	B		C	D	E	F
Activity	Cost		Number Served Per Activity	Number of Activities	Number by Activities	Total Cost ÷ Number by Activities
	Materials	Consultant				B ÷ E
2.1 Conduct Systems Training Programs	$ 149.00	$ 1,800.00	25	6	150	$ 13.00
The Workshop						
2.2 Conduct Workshop on R & D (Research & Program Development) for interested educators.						
Planned Change Research		$ 100.00		2		
Speech Fright		230.00		0		
Fountain Valley Co-op. A. V. Project		200.00				
How to Study	10.00		5	3	15	.67
2.3 Design evaluation systems appropriate for selected school agencies.	10.00					
2.4 Long range planning & research activities.	44.00					
PPBS Planning	40.00		20	5	100	.40
Drug Center	6.00					
Goals & Objectives	10.00					
Educational Research Publication	35.00					
IOX Materials	27.00					
Consultants for February 1, ESEA, Title III						
Deadline: District A		400.00				
District B		400.00				
District C		50.00				
2.5 Assist in ESEA Title I, VI, VII and VIII evaluation efforts.	24.00	100.00				
Title I Coordination	22.00		30	7	210	.10
Title VI Coordination			20	2	40	

Objective 2 Continued

A	B		C	D	E	F
	Cost		Number Served	Number of	Number by	Total Cost ÷ Number by
Activity	Materials	Consultant	Per Activity	Activities	Activities	Activities
						B ÷ E
2.6 Maintenance of resource materials on funding sources.	$ 225.00					
2.7 Assist in reviewing, writing and preparing project applications for continuation. Inservice - Centralia - "Discovering The Working World", ESEA III	42.00	$ 200.00	90	1	90	$ 2.20
TOTALS	$ 644.00	$3,480.00	190	26	605	$ 6.82

Objective 3 The Orange County Supplementary Educational Center will plan and conduct activities which create a more responsive climate for the effective adaptation and adoption of improved educational practices.

A	B		C	D	E	F
Activity	Cost		Number Served Per Activity	Number of Activities	Number by Activities	Total Cost ÷ Number by Activities
	Materials	Consultant				B ÷ E
3.1 Conduct programs on "Planning for Change". General meetings.	$ 5.00					
Film - "Overcoming Resistance to Change"	41.00	$ 90.00 (Film Rental)	10	35	350	$ .37
Ecology Day	64.00		35	1	35	1.80
Capitalize on Experience	42.00	1,300.00	20 (Average) (Varied in	12 (Average) Each District)	240	5.50
3.2 Conduct training sessions on "Planning for Change".						
Necessary Research		160.00				
3.3 Conduct survey to determine priority visitations from innovative programs.						
3.4 Bring directors of innovative projects to Orange County as resource persons.	12.00					
Mini Courses	9.00		40	1	40	.22
Drug Abuse	13.00	110.00	35	1	35	3.50
LAPS	8.00	170.00	125	1	125	1.10
Continuation Education	19.00		30	1	30	.60
Differentiated Staffing	55.00		45	1	45	1.20
Oral Communication	191.00		25	4	100	1.90
Simulations		110.00	35	3	105	1.05
Non-Verbal Communication	7.00		75	1	75	.09

A	B		C	D	E	F
Activity	Cost		Number Served Per Activity	Number of Activities	Number by Activities	Total Cost ÷ Number by Activities
	Materials	Consultant				B ÷ E
3.5 Conduct survey to determine priorities for visitations to innovative projects.	$ 14.00					
3.6 Conduct visitation to priority projects.	3.00	$ 240.00 (Transportation Cost)	6	5	30	$ 8.10
12 Visitations - No cost to Center			6	12	72	
3.7 Conduct survey for determining need for workshops to provide new educational programs.						
CASA Survey	2.00					
Planning Committee	2.00					
3.8 Conduct priority workshops as survey dictates.	13.00					
Exemplary Teaching	67.00	940.00	30	3	90	11.00
Simulation Workshop	114.00		30	2	60	1.90
Evaluation Workshop	101.00	300.00	15	1	15	26.00
Listening Skills	120.00	390.00 (Includes cost to support teachers)	21	1	21	24.00
3.9 Impact III, Educational Change in Orange County. Compile, print and distribute	321.00 (Estimate)	680.00				
3.10 Prepare and submit project applications for continuation of the Orange County Title III Planning Project.	84.00					
TOTALS	$ 1,307.00	$ 4,490.00	583	85	1468	$ 3.96

Objective 4 — The Orange County Supplementary Educational Center will continue to develop an information dissemination program to the degree that a majority of respondents will show familiarity with the services, programs, and objectives of the Center.

A	B		C	D	E	F
Activity	Cost: Materials	Cost: Consultant	Number Served Per Activity	Number of Activities	Number by Activities	Total Cost ÷ Number by Activities (B ÷ E)
4.1 Compile, print and distribute monthly newsletter	$ 150.00		800	9	7200	$ .02
4.2 Compile, print and distribute Circular Letter.	6.00		90	2	180	.03
4.3 Disseminate information relevant to project funding. Center activities & purpose. "Users Are Losers"	49.00 100.00					
TOTALS	$ 305.00		890	11	7380	$ .04

SUMMARY

EVALUATION SUMMARY

CONCLUSIONS AND RECOMMENDATIONS

In an addendum to its continuation application for 1969-70, the Orange County Supplementary Educational Center stated the performance criteria for its policy objectives. These criteria were as follows:

Policy Objective One and Two

Method of Evaluation - A fifteen item questionnaire will be distributed to the total membership of the Orange County Supplementary Educational Center Planning Committee. The questionnaire will solicit responses and comments on the functions, activities, and programmatic efforts of the Supplementary Educational Center.

Data Analysis - Seventy-five percent of the respondents will answer seventy-five percent of the questions with a favorable or positive response.

Policy Objective Three

Method of Evaluation - The Center will distribute an "Evaluation of a Presentation" to all persons in attendance at all presentations conducted by the Center. In addition, a record will be maintained of the number of persons in attendance and the organization they represent.

Data Analysis - Seventy-five percent of the respondents will answer seventy-five percent of the questions with a favorable or positive response.

Policy Objective Four

Method of Evaluation and Data Analysis - The Supplementary Educational Center will distribute a questionnaire to all recipients of the dissemination

materials soliciting their responses and comments. Seventy-five percent of the respondents will answer seventy-five percent of the questions in a favorable or positive manner.

Available data indicate the Orange County Supplementary Educational Center has met all its objectives in terms of the performance criteria. In terms of Policy Objectives One and Two, the Planning Committee was given the relevant evaluation instrument, and the favorable results excelled the minimum performance level. Actual results are available in Appendix E. In terms of Policy Objective Three, appropriate evaluation instruments have been distributed at all Center presentations, and attendance records have been maintained. Evaluation results have been overwhelmingly positive, and all programs exceeded the minimum performance standard. In terms of Policy Objective Four, IMPACT, the Newsletter, and the Circular Letter have all been evaluated by readers in the past. In each case, more than seventy-five percent of the respondents answered more than seventy-five percent of the questions favorably.

The Center has used wise and prudent judgement in the allocation of its resources in fulfilling its obligations and a financial audit has been conducted by an auditing firm and is on file with the fiscal officer, Program Planning and Development, E.S.E.A. Title III.

The 1969-70 evaluation of the Orange County Supplementary Educational Center is therefore largely positive. All four of its Policy Objectives were met

in terms of the performance criteria established. In addition, other data contained in this document indicate positive responses from clients as to Center activities and services. A sample of letters of this type are illustrated in the section titled Supporting Letters.

However, information in this document suggests areas where Center performance could be improved.

1. Although a quorum was present at all but one meeting of the Board of Directors, attendance of members is inconsistent. Available evidence suggests that busy work schedules, accompanied by a lack of clear responsibilities is one main reason for the irregular attendance. It is suggested that continued effort be channeled next year toward a lucid delineation of the role of the Board of Directors for the Orange County Supplementary Educational Center, in an effort to increase the Board's interest and effectiveness. This task will be very difficult in view of the ever changing guidelines and lack of direction on the State and Federal level.

2. Many educational and community agencies are not aware of the Orange County Supplementary Educational Center and its activities. Representation of an agency on the Planning Committee does not guarantee knowledge within this agency of Center objectives and services, for many Planning Committee representatives fail to pass on this information to their colleagues. The Center staff needs to devote additional time next year to widening knowledge of the Orange County Supplementary Educational Center in both agencies on the Planning Committee and those with which it has had no previous contact.

3. Better communication of Center operations to the County Board of Education should also be given attention. One suggestion for accomplishing this is more frequent mailings to County Board members of Center announcements and materials. This would provide a good addition to the procedures the Center currently uses to keep the County Board abreast of its activities.

4. In line with its Policy Objectives, the Orange County Supplementary Educational Center sponsored a system training workshop this past year. However, participant attendance declined as the training progressed. In addition, no workshop designed to offer training in research was offered by the Center, leaving this objective unaccomplished. As a corrective measure, it is recommended the Center, in planning its workshop format for next year, schedule (a) a workshop geared to training in research techniques, and (b) another system training workshop clearly attuned to apparent client needs.

5. The Orange County Supplementary Educational Center is committed by one of its present procedural tasks to assist other ESEA Titles with evaluation efforts. Exactly what degree of assistance the Center should provide is not clearly denoted. This past year, the Center focused its efforts to advice and coordination. Attention needs to be given to delineate what the Center's function should be in this regard as it relates to the legislative mandates of ESEA, Title III.

6. The Newsletter and the circular letter represent two of the major information publications of the Orange County Supplementary Educational Center. In terms of established performance criteria, the Center needs to

improve in its use of both of these dissemination devices. In the coming year, the Center staff will need to examine the number of Newsletters to issue and to distribute circular letters on an as-needed basis.

7. Neither the Newsletter nor the circular letter was evaluated by its readers during 1969-70. To insure that these dissemination techniques are meeting client needs, reader assessment of the quality of these publications should be undertaken next year. Such an evaluation could be conducted through surveying a random sample of readers to determine their overall reactions and suggestions.

8. The Center staff will need to refine its data collection and analysis techniques so that they will be better prepared to document pre and post performance changes in participants that have occurred as a result of Center training workshops.

As a final source of evaluation data, Appendix R tabulates the relative rankings of the twenty-one Supplementary Educational Centers in California on criteria established by the State Title III office. This data was compiled and submitted to the State in February 1970, and reported to the State Innovations Advisory Commission in April. The generally high comparative rating of the Orange County Supplementary Educational Center is documented on this chart.

The task of this document has been to evaluate the Orange County Supplementary Educational Center in order to assess its performance and to suggest needed redirection. The general success of the Center in meeting its objectives has been verified and suggestions for improvement delineated.

James A. Freda, Director

Appendices

APPENDICES

A. Center Bylaws

B. Board of Directors, category list

C. Board of Directors Agenda

D. Letter of invitation to Planning Committee membership, Membership Form, and Graph

E. Planning Committee Evaluation results

F. System Training Workshop

G. Popham film Evaluation

H. "Capitalize on Your Experience" and two Evaluation Charts

I. Survey of Planning Committee Program Suggestions, Speech Fright, and Media Research

J. Evaluation forms

K. Visitation Evaluation form and Brochure

L. "Accent on Exemplary Teaching" evaluations

M. Impact II Evaluation Chart

N. Center Planning Activities Chart

O. Newsletter

P. Circular letter

Q. Brochures

R. 21 Center Chart

S. Supporting Letters

ORANGE COUNTY SCHOOLS OFFICE
SUPPLEMENTARY EDUCATIONAL CENTER
BY-LAWS

SECTION I
GENERAL STATEMENT

I. Philosophy

The Supplementary Educational Center, in its devotion to the ideal of educational opportunity for all, shall strive to satisfy the intense public and professional desire for continuous improvement of education within Orange County and elsewhere. To this end, creative thought and innovative project proposals will be encouraged from all segments of the community.

II. Authorization

The Board of Directors to the Supplementary Educational Center, exists by virtue of the authority delegated to it by the Orange County Board of Education in all matters pertaining to the programmatic activities related to educational planning by the staff of the Supplementary Educational Center. The Supplementary Educational Center exists as a unit of the Educational Services Division of the Orange County Schools Office. Funded by Article III of the Elementary and Secondary Education Act of 1965, it is therefore subject to the restrictions of that Act, U.S.O.E. regulations, the policies of the County Board of Education, acts of the State Legislature, and regulations adopted by the State Board of Education.

Initially approved: Orange County Board of Education
October 12, 1967

Revision approved: Supplementary Educational Center Planning Committee
March 27, 1968

Revision approved: Supplementary Educational Center Board of Directors
April 17, 1968

III. Purpose

(1) The Supplementary Educational Center shall stimulate, develop, and support programs which are designed to meet educational needs in Orange County with local school districts or the County Schools Office functioning as operational agent. (2) The Supplementary Educational Center shall stimulate programs that are exemplary, innovative, feasible in design and implementation, and which benefit students in public and non-public schools. (3) The Supplementary Educational Center Board of Directors shall endorse and assign priorities to project proposals.

IV. Name

The Supplementary Educational Center for Orange County shall be known as the Orange County Supplementary Educational Center.

SECTION II

BOARD OF DIRECTORS

I. Board Membership

1. Membership on the Board of Directors shall be guided by the State Policies for the Implementation of Title III, P.L. 89-10. The Supplementary Educational Center shall be guided by a board whose membership requires equitable representation of local educational agencies in its region, representative of nonprofit, private and parochial schools, and educational and cultural resources.

2. Fifteen board members shall be selected from the following organizational categories:

   Public Schools (3 members). One member shall be selected from each of the following categories: (1) Elementary School Districts, (2) Secondary School Districts, and (3) Unified School Districts.

   County Board of Education (1 member). The President of the County Board of Education or his delegate shall serve.

   County School Boards' Association (2 members). Two members currently serving on the Board of Education or Board of Trustees from public school districts within Orange County shall represent the Orange County School Boards' Association.

   Non-Public Schools (2 members). One member shall be selected from each of the following categories: (1) Parochial Schools (2) Nonsectarian Private Schools.

   Colleges (3 members). The members shall be selected from institutions of higher learning in Orange County; one member shall represent the junior colleges.

   Other Community Organizations (4 members). Members shall serve from the service, cultural, professional, labor, or business organizations within Orange County.

3. The Orange County Superintendent of Schools and the chairman of the Planning Committee shall serve as ex officio members on the Board of Directors.

II. Method of Selection

The Planning Committee shall elect Board members at the regular September meeting of the Planning Committee.

In the event of interim resignations of Board members, unexpired terms shall be filled by election of the Planning Committee at a subsequent regular meeting.

It is desirable that each member of the Board of Directors be a member of the Planning Committee.

III. Qualifications for Board Membership

1. Members should have a demonstrated interest and experience in educational, cultural, and/or civic affairs and a background or knowledge of the institutions and needs of Orange County.
2. The prime aim in selecting members is to obtain the best qualified individuals. Whenever possible, consideration should be given to securing the widest range of geographical representation and experience backgrounds.
3. While the Board is composed of members representing organizational categories, it is also important that each member represent Orange County as a whole in the conduct of Board affairs.

SECTION III

ORGANIZATION OF THE BOARD OF DIRECTORS

I. Officers

The officers of the Board shall be a Chairman and Vice-Chairman. Officers shall be elected by the members of the Board of Directors at their regular October meeting.

Secretary - The Director of the Supplementary Educational Center shall serve as Secretary to the Board of Directors, being responsible for notification and posting of meeting notices, preparation of agendas, preparation of minutes of all meetings, and correspondence.

II. Term of Membership

Term of membership on the Board shall be for three years. Initially, five members shall serve for one year, five members for two years, and five members for three years.

III. Voting

A quorum shall consist of eight members. A majority vote of the quorum shall be necessary to transact business.

IV. Committees

The Board of Directors will not appoint standing committees but shall act as a committee of the whole on all matters. Temporary special committees may be appointed by the Chairman when deemed necessary. Such committees do not have executive power but serve as a data gathering advisory body, reporting all findings and recommendations to the Board of Directors for action. The Chairman and the Center Director are ex officio members, without vote, on all committees.

V. Parliamentary Authority

"Robert's Rules of Order Revised" shall govern this association in all cases in which they are applicable and not in conflict with these by-laws.

SECTION IV

RULES FOR CONDUCT OF BOARD OF DIRECTOR'S MEETINGS

I. Regular Meetings

The Board of Directors shall meet monthly, except July, normally in the Orange County Schools Office. The date and time shall be determined by action of the Board of Directors.

II. Special Meetings

The Chairman of the Board of Directors may call a special meeting whenever he considers such a meeting necessary. Action may be taken only on those matters for which the special meeting was called. The Board members shall be notified at least 24 hours in advance of the special meeting.

III. Agenda

1. A proposed agenda shall be prepared by the Secretary to the Board in consultation with the Chairman if deemed necessary by him, and shall be mailed to Board members at least five (5) days before a scheduled meeting.
2. The agenda may be amended at the request of a Board member upon approval by a majority of the members present.
3. Individuals or organizations whether represented on the Planning Committee or not may submit requests for agenda inclusion. These requests should be in writing and transmitted to the Center Director at least ten (10) days before a Board meeting. Requests should include:
    a. Name, address, and phone number of the person or persons making the request and the name of the

organization or group represented, if any.

b. Statement of action requested and pertinent background information leading to the request.

c. The Director, upon receipt of a properly executed request, shall place the matter on the agenda as soon as practicable, bearing in mind such consideration as allowing sufficient time to gather pertinent information and to assemble members of the staff who have sufficient knowledge of the subject.

IV. Conduct of Meetings

1. All meetings of the Board of Directors shall be open to the public.

2. Only items on the agenda shall be discussed at any meeting of the Board unless the Board agrees to place additional items on the agenda.

3. At the discretion of the Board Chairman, limitation may be placed upon the length of time any subject may be discussed, the number of persons permitted to speak to a given subject, and the time to be allotted to each speaker.

4. All persons, other than staff, must identify themselves by name and organization when addressing the Board.

5. Remarks by any person addressing the Board which reflect adversely upon the racial, religious, economic, or political views, character or motives of any person are out of order. Persistence in such remarks will be grounds for summary termination by the Chairman of the person's privilege of address.

V. Order of Business

1. Call to order
2. Roll call
3. Approval of minutes
4. Approval of agenda
5. Written communications
6. Reports and recommendations of Center Director
7. Unifinished business
8. New business
9. Establishment of next meeting date and time
10. Adjournment

SECTION V

RESPONSIBILITIES AND DUTIES OF THE BOARD OF DIRECTORS

I. The Board of Directors shall be responsible for (1) evaluating project ideas; (2) determining program priority; (3) determining the most appropriate agency(ies) to sponsor specific projects; (4) developing procedures to implement the Board's responsibilities; and (5) making regular reports to the Planning Committee.

II. The Board of Directors shall recognize and adhere to the following principles and practices:

1. Cooperative Action of Board and Administration

The Board and its chief administrative officer, the Center Director, work together as a team. Outside of official Board meetings, no member of the Board has authority over any Supplementary Educational Center employee or program. The Board shall follow the practice of acting upon all matters within its province at official Board meetings and with the advice and counsel of its administrative officer. Each member of the Board represents the entire county and not any given section thereof.

2. Relationship to County Board of Education

It shall be the prerogative of the County Superintendent of Schools to refer actions of the Board of Directors to a session of the County Board of Education when, in his judgment, it would be in the best interest of effective communication to do so.

Periodic reports on Title III planning activities and the actions of the Board of Directors shall be given to a session

of the County Board of Education by the Supplementary Educational Center Director upon invitation by the County Superintendent of Schools.

SECTION VI

CENTER DIRECTOR'S AUTHORITY AND RESPONSIBILITIES

I. Authority

1. A clearly understood separation shall be maintained between the Board of Directors for determination of operational procedure and the Center Director for the administration of operational procedures.
2. As the chief administrative officer for the Supplementary Educational Center, the Director shall be responsible for administering the entire Supplementary Educational Center Program.
3. All directions and communications from the Board to Center personnel shall be channeled through the Center Director. Similarly, all requests, recommendations, and reports from such personnel to the Board of Directors or the Planning Committee shall be channeled through the Center Director.

II. Responsibilities

1. The Center Director and/or Chairman of the Board of Directors shall be the spokesmen for the Board to public media such as the press, radio, and television.
2. As the administrative officer for the Board of Directors, the Center Director shall be responsible to:
   a. Administer directives adopted by the Board of Directors.
   b. Assume responsibility for all other assignments given him by the Board of Directors.

c. Administer fiscal matters pertaining to the Center programs.

d. Assume responsibility for the accurate and punctual execution of all required reports and statements required of the Center.

e. Make assignments and delegate responsibilities to the staff and other employed personnel.

f. Serve as secretary to the Board of Directors.

g. Make recommendations to the Board of Directors and the County Superintendent of Schools on matters pertaining to any educational programs of the Center.

h. Prepare project applications for submission to the U.S.O.E. as directed by the Board of Directors.

i. Make information reports to the County Board of Education at the request of the County Superintendent of Schools.

j. Develop and administer an adequate program of Center-community cooperation and information dissemination.

SECTION VII

PROJECT PROPOSAL DEVELOPMENT PROCEDURE

I. New Proposals

1. Persons or organizations who seek the services and/or the endorsement of the Orange County Supplementary Educational Center shall submit their initial project proposal to the Center Director for review. Subject to this review, the Director may in turn place the project proposal on the agenda for the next regular meeting of the Planning Committee.

   a. The applicant agency shall document the educational needs to be met by the proposed project.

   b. If the party submitting the proposal is a representative of a public school district, it shall be incumbent upon that representative to document the support of that proposal by the district governing board.

2. The Planning Committee, acting as a committee of the whole, will hear the project proposal presented by the party submitting the proposal. Upon a vote of encouragement by the Planning Committee to pursue the proposal, the chairman of the Planning Committee will solicit interested Planning Committee members to assist the party submitting the proposal as needed and requested in its further development. The interested Planning Committee members shall be constituted by the chairman as an ad hoc Project Development Committee for that proposal.

3. In what manner and amount the party submitting the proposal elects to utilize the service of the Center staff or the Project Development Committee at this or subsequent times, is the option of the submitting

party. In any case and upon request, assistance in preparing proposals will be available from the staff of the Supplementary Educational Center subject to limitations on available staff time. The submitting party shall assume prime responsibility for the development of the proposal.

4. The party submitting the proposal shall next develop it into a more comprehensive plan that reflects understanding of and compliance with the recommendations set forth in the E.S.E.A. Title III Project Writers Manual. Project writers will be encouraged to insure the widest possible exposure of the project to the community during all phases of its development and operation.

5. Project proposals shall later be submitted to the Board of Directors. The Board will assess the proposal against evaluative criteria including whether or not the proposal responds to identified but unmet educational needs; for its innovative and exemplary qualities; and for its adaptability for use in other educational settings. Board encouragement to proceed in further developing the proposal into final draft form will be premised on the above criteria. Again, upon request, and subject to limitations on available staff time, assistance in developing proposals into draft form for document preparation will be available from the staff of the Supplementary Educational Center.

6. The final rough draft shall be submitted to the Board of Directors for final assessment and endorsement prior to any deadline dates established by the Board. Among those proposals endorsed by the Board,priority rankings shall be established. Board endorsement and priority ranking shall be transmitted to the State Department

of Education and the U.S.O.E. by causing appropriate correspondence and/or wording to be prominently included in the completed application document.

7. If the legal applicant is the County Superintendent of Schools, the proposal, after endorsement by the Board of Directors, shall be forwarded to the County Schools Office, attention County Superintendent of Schools. With the approval of the County Superintendent of Schools, it shall, in turn, be forwarded to the County Board of Education for final action.
8. It is recommended that applicant school agencies seek Supplementary Educational Center endorsement through the stages described above in sections 1 through 6. Applicant school agencies also have the option of submitting their applications for grants directly to the Board of Directors for consideration and possible endorsement without having presented the proposal to the Planning Committee. Copies of the application document shall be made available to members of the Planning Committee. Board endorsement will be contingent upon earlier approval by the governing Board of the applicant school agency.
9. Persons or organizations submitting small grant proposals may likewise seek the service and/or endorsement of the Orange County Supplementary Educational Center. Following the procedure described in paragraph 1 of this same subsection, the Planning Committee, acting as a committee of the whole, will hear the project abstract presented by the submitting party or its delegate. Assuming approval of the abstract by the Planning Committee, the submitting party shall next develop the proposal into a comprehensive plan. Next and last, the applicant shall comply with the provisions of paragraph 6 of this same subsection.

II. Continuation Proposals

Applicant school agencies seeking the endorsement of the Supplementary Educational Center in their application for a continuation proposal need only submit their final rough draft for document preparation to the Board of Directors in compliance with paragraph 6.

SECTION VIII

MISCELLANEOUS

I. Adoption and Changes in Board Policy

1. Policy decisions by the Board of Directors are intended to express general principles for the control and direction of the Supplementary Educational Center.
2. In the determination of policy, the Board will secure the professional advice of the Center Director and the reactions of such personnel as may be affected by adoption of a policy. The considered advice of the County Superintendent of Schools shall be sought in matters regarding change in policy.

II. Public Relations

1. The Board of Directors recognizes the desirability for its own members, members of the Planning Committee and the Supplementary Educational Center staff to disseminate information regarding Title III programs to the community. Board members, Planning Committee members, and Supplementary Educational staff should explore such means of communication as newsletters, press releases, participation in pertinent workshops, conferences, and when invited, take part in community organization meetings.
2. All public statements regarding official Board actions shall be released through the office of the Director of the Supplementary Educational Center.

III. Evaluation of Program

1. The Board, through a planned and continuous process, shall evaluate the effectiveness of its operation including periodic reports

from the Center Director on various phases of the Supplementary Educational Center.

2. On occasion, the Board may utilize the evaluation services of experts outside the Center staff.

SECTION IX

PLANNING COMMITTEE

I. Committee Membership

1. Membership on the Planning Committee shall be drawn from the educational, cultural, social, business, and professional communities within Orange County. Organizations of county-wide identification within these categories shall be sought for membership.
2. Membership on the Planning Committee shall be of two types, voting and non-voting. Voting membership shall be granted a person upon written receipt in the Supplementary Educational Office of that person's appointment as the authorized representative, or authorized alternate, of his respective organization. Non-voting membership shall be open to persons who seek attendance at the Planning Committee meetings as an organizational representative or alternate but without authorized appointment.

II. Method of Selection

The method by which representatives or their alternates are elected or appointed to membership on the Planning Committee is the responsibility of the contributing organization.

III. Officers

The officers of the Planning Committee shall be a chairman and a vice-chairman. Officers shall be elected annually by the voting membership of the Planning Committee at the September meeting.

IV. Term of Membership

Continuity of membership shall be encouraged. Participating organizations shall therefore be encouraged to continue the membership of their respective

representatives for a period longer than one year. Membership shall be terminated when written notification to that effect is received in the Supplementary Educational Center Office from the participating organization.

V. Meetings

The Planning Committee shall meet monthly (except July) normally in the Orange County Schools Office. The time and date shall be determined by action of the Planning Committee. All meetings of the Planning Committee are open to the public.

VI. Special Meetings

The Director in consultation with the Planning Committee Chairman may call a special meeting whenever he considers such a meeting necessary. The Planning Committee members shall be notified at least 5 days in advance of the special meeting, and shall be provided an agenda for that meeting.

VII. Quorum

A quorum shall consist of 20 voting members. A majority vote of the quorum shall be necessary to transact business.

VIII. Active Membership

In August the Director shall make an annual report to the Board of Directors on (1) the status of membership to the Planning Committee, (2) reactions of member organizations on the Planning Committee to the past year's program, and (3) recommended organizations to approach for new membership on the Planning Committee.

IX. Standing Committees

At the regular June meeting, the chairman shall appoint with the approval of the membership a three-member nominating committee to review, evaluate, and place into nomination the names of persons to serve on the Board of Directors. The Nominating Committee shall present its proposed slate of names at the regular August meeting. Election of full-term Board members shall take place at the regular September meeting of the Planning Committee. Elections to replace Board members for partial terms may take place at any regular meeting of the Planning Committee.

X. Planning Committee Functions

The Planning Committee shall be responsible for several major tasks.

1. Identify and collect project ideas within the county and submit them to the Director of the Supplementary Educational Center for his counsel.
2. Acting as a committee of the whole, hear, evaluate, and react to proposals or abstracts.
3. Participate on ad hoc Project Development Committees to assist as needed and requested in the development of project proposals or abstracts.
4. Make recommendations to the Board of Directors regarding project proposals or abstracts from persons or organizations submitting them.
5. Receive periodic reports from the Board of Directors, the Director of the Supplementary Educational Center, and guest speakers regarding E.S.E.A. Title III programming and other pertinent subjects.
6. Disseminate relevant information concerning regional programs in education to the greater community of Orange County.

XI. Public Relations

All public statements regarding official Planning Committee actions shall be released through the office of the Director of the Supplementary Educational Center.

BOARD OF DIRECTORS

ORANGE COUNTY SUPPLEMENTARY EDUCATIONAL CENTER

A list of the categories of membership and the names of the Board members within each category follows:

Public Schools

1. Dr. William Stocks - Elementary School Districts
2. Mr. Jeff Olsen - Unified School Districts
3. Mr. Larry Szalkowski - High School Districts

County Board of Education

4. Mr. Clay Mitchell, President, County Board of Education

County School Boards Association

5. Mr. Robert Lindsay - Board Member
6. Mrs. Elizabeth Lilly - Board Member

Nonpublic Schools

7. Mr. Willis W. Bredehoft - Private Schools
8. Sister Margaret McGrath, S.S.L. - Parochial Schools

Colleges

9. Dr. Edwin Carr - California State Colleg, Fullerton
10. Dr. James Fitzgerald - Orange Coast College
11. (vacancy) - University of California, Irvine

Other Community Organizations

12. Mrs. Gerould Smith - American Association of University Women
13. Mr. Clinton Brame - International Brotherhood of Electrical Workers (IBEW)
14. Mr. Ray Villa - Latin American Citizens
15. Mrs. Roscine Feeley - League of Women Voters

Ex-Officio

16. Dr. Robert Peterson - County Superintendent of Schools
17. Mr. Gerald Lance - Chairman, Supplementary Educational Center Planning Committee

COUNTY OF ORANGE

ORANGE COUNTY
DEPARTMENT OF EDUCATION

1104 CIVIC CENTER DRIVE WEST
SANTA ANA, CALIFORNIA 92701

TELEPHONE: 834-3900
AREA CODE 714

SUPPLEMENTARY EDUCATIONAL CENTER

BOARD OF DIRECTORS MEETING

April 8, 1970

A G E N D A

MEETING PLACE

Room 242-D
Orange County Department of Education
1104 Civic Center Drive West
Santa Ana, California

1. Call to Order and Roll Call - 8:15 a.m.

2. Introduction of Guests

   Mr. Buck Newsome, Educational Innovations Advisory Commission, will be joing us at approximately 10:00 a.m. to report on the Commission's activities.

   Dr. Keith Rose, Director, Northern California PACE Center, and CASEC Chairman. Dr. Rose will speak on the statement of CASEC.

   Mr. Keith Lawson, Principal of Gill School, Westminster School District, will report on "Capitalize on Your Experience" program

3. Approval of Minutes

4. Approval of Agenda

5. Director's Report
   - 5.1 Capitalize on Your Experience Report - Mr. Keith Lawson
   - 5.2 Evaluation - Student Involvement in Developing Curriculum - Attachment A
   - 5.3 Financial Audit and Center Evaluation - Attachment B
   - 5.4 Statement of CASEC - Dr. Keith Rose - Attachment C

6. On-going Business
   - 6.1 Savanna Project - Oral Communication - Attachment D
   - 6.2 Advisory Commission Report - Mr. Buck Newsome

7. Confirmation of Next Meeting Date - Wednesday, May 13, 1970, 8:15 a.m.

APPENDIX C

COUNTY OF ORANGE

ORANGE COUNTY SCHOOLS OFFICE

1104 WEST EIGHTH STREET
SANTA ANA, CALIFORNIA 92701

TELEPHONE: 834-3900
AREA CODE 714

SUPPLEMENTARY EDUCATIONAL CENTER

A representative of your organization is invited to membership on the Planning Committee of the Orange County Supplementary Educational Center.

The Center, one of twenty-one such Centers located throughout California, was established in 1966 and began its fourth year of operations in the Orange County Department of Education on July 1, 1969.

Originally known as PACE, (Projects to Advance Creativity in Education) the Center provides services which enable communities to establish model educational programs for both public and private school children.

The Planning Committee is composed of members broadly representative of the business, cultural and educational community and who assist the Supplementary Educational Center in determining policy and establishing priorities.

The duties of members of the Planning Committee are to attend meetings of the committee once a month, at a time, date, and place to be selected by the committee, and to prepare for participation in the meetings to the best of their ability. The project staff will mail an agenda and reference materials well in advance of each meeting, as well as minutes of the preceding meeting. In addition it is hoped that each member will contribute in whatever additional manner he deems appropriate.

A copy of the Center's newsletter is enclosed in order to assist you in becoming better acquainted with the Center and its activities.

If your organization approves membership on the committee, we would appreciate your returning the enclosed form at your earliest convenience so that we may develop a current mailing list.

Sincerely yours,

James A. Freda, Director
Supplementary Educational Center

JAF:lc
Enclosure
769114

COUNTY OF ORANGE

ORANGE COUNTY SCHOOLS OFFICE

1104 WEST EIGHTH STREET
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SUPPLEMENTARY EDUCATIONAL CENTER

James A. Freda, Director
Supplementary Educational Center

Dear Mr. Freda:

The _____
(Name of School District or Other Community Organization)

wishes it to be known that (Dr., Mr., Mrs., Miss) _____
(Name of Representative)

_____ will serve as its duly authorized representative to the Orange County Title III Planning Committee for the school year ending June 30, 1970.

When it is necessary for the above named person to be absent from Planning Committee meetings _____
(Name of Alternate Representative)
will be authorized to serve as his or her alternate on the Title III Planning Committee.

It is understood that our authorized representative and our authorized alternate representative shall jointly exercise the right of one vote in the conduct of Title III Planning Committee business.

Signed,

_____
(Name)

_____
(Title or Office)

_____
(Date)

lc

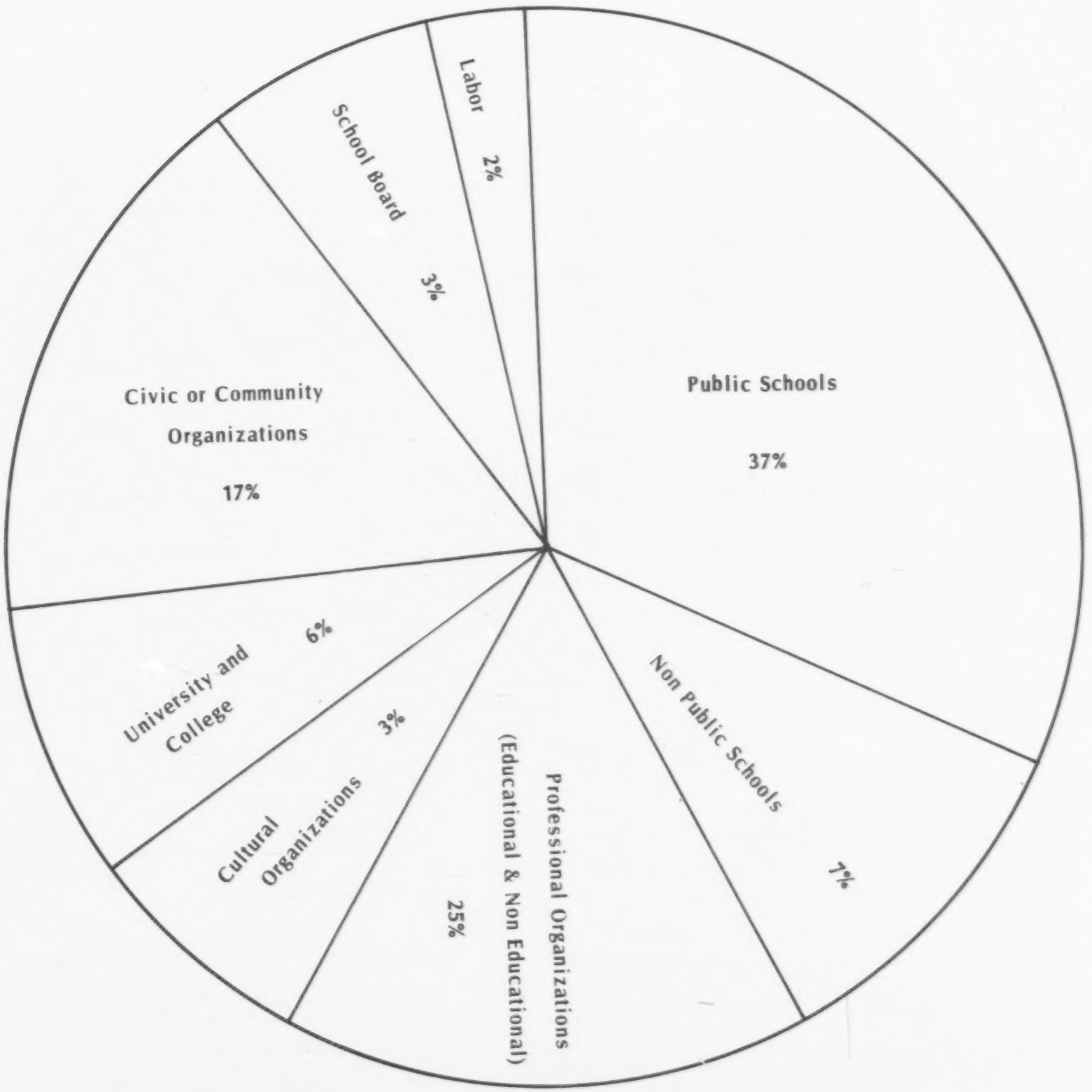
PLANNING COMMITTEE

Regular Meeting Date: 4th Wednesday
8:00 a.m.

PLANNING COMMITTEE MEMBERSHIP

1969 - 1970

CIRCLE GRAPH ILLUSTRATING THE COMPOSITION OF MEMBERSHIP SERVING ON THE PLANNING COMMITTEE



1969-70

MEMBERSHIP EVALUATION

THE ORANGE COUNTY SUPPLEMENTARY EDUCATIONAL CENTER

PLANNING COMMITTEE

Your cooperation in completing and returning this survey in the enclosed envelope will be appreciated.

1. Please check the type of organization you represent by your membership on the Planning Committee.

   28 A Public School Agency

   15 A Private or Parochial School Agency

   12 A Nonschool Agency

2. Why did you become a member of the Planning Committee?

   24 Volunteered

   18 Appointed

   9 Obligated because of position

3. Indicate the benefits you have derived from membership on the Planning Committee.

   18 Exceeded Expectations

   28 About what I expected

   2 Below expectations

4. Characterize your attendance at Planning Committee meetings during the current year.

   13 7 to 10 meetings

   19 4 to 6 meetings

   21 0 to 3 meetings

5. As a member of the Planning Committee indicate the contribution you have made toward improving education.

0 Great

28 Some

21 Very Little

6. Are you interested in continuing as an active member of the Planning Committee during 1971-72?

35 Yes

10 No

7 Undecided

7. What portion of the people in your organization do you estimate to be familiar with the aims and activities of the Orange County Supplementary Educational Center and its Planning Committee?

6 More than 50%

28 10% to 50%

16 Less than 10%

8. How would you rate your personal involvement with the Planning Committee?

9 Very meaningful

30 Somewhat meaningful

9 Not meaningful

9. In your judgment is it profitable for your organization to continue membership on the Planning Committee?

43 Yes

2 No

6 Undecided

10. As a member of the Planning Committee would you like to become more involved in the work of the Planning Committee and Project Development?

22 Yes

16 No

9 Uncertain

10.1 If your response to question number 10 was yes, please check one of the following alternatives.

2 Planning Committee officer

14 Ad hoc Committee for Project Development

1 Other (Please specify) _____

11. Please indicate your feelings regarding the organizational make-up of the Planning Committee. (Check one or more)

35 An appropriate balance of organizations is represented

4 Too few private or parochial school organizations

5 Too few noneducational organizations

12. Please express your feelings regarding the Planning Committee meetings. (Please check one in each category)

12.1 Frequency

3 Too many meetings

46 An appropriate number of meetings

0 Too few meetings

12.2 Time

6 The meetings are too lengthy

39 The meetings are appropriate in length

0 The meetings are too short

12.3 Interaction

0 Too much audience interaction

43 An appropriate amount of audience interaction

8 Not enough audience interaction

12.4 Interest

9 The programs are always pertinent to your interests

33 The programs are usually pertinent to your interests

4 The programs are generally not pertinent to your interests

13. Section VI of the Bylaws of the Orange County Supplementary Educational Center lists six functions of the Planning Committee. You are asked to rate the degree to which the Planning Committee has fulfilled its functions on a scale of 1-5. One (1) represents the most desireable degree while five (5) represents the least desirable. (If you are unable to respond because of lack of knowledge, please so state.)

1 2 3 4 5

Most Desirable Least Desirable

The Planning Committee shall be responsible for several major tasks:

Function 1. 1.6 Identify and collect project ideas within the county and submit them to the Director of the Supplementary Educational Center for his counsel.

Function 2. 1.9 Acting as a committee of the whole, hear, evaluate, and react to proposals or abstracts.

Function 3. 2.3 Participate on ad hoc Project Development Committees to assist as needed and requested in the development of project proposals or abstracts.

Function 4. 2.1 Make recommendations to the Board of Directors regarding project proposals or abstracts from persons or organizations submitting them.

Function 5. 1.6 Receive periodic reports from the Board of Directors, the Director of the Supplementary Educational Center, and guest speakers regarding E.S.E.A. Title III programming and other pertinent subjects.

Function 6. 1.7 Disseminate relevant information concerning regional programs in education to the greater community of Orange County.

14. The present bylaws are: (check only one)

24 Appropriate for the organization

0 Not appropriate for the organization

4 Need to be revised

15. Do you feel the Planning Committee could become more effective in promoting an environment for improved education for youngsters in Orange County?

32 Yes

7 No

15.1 Please comment on your answer.

Again; please return this questionnaire promptly in the envelope provided.
Many thanks for your cooperation.

COUNTY OF ORANGE

ORANGE COUNTY
DEPARTMENT OF EDUCATION

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SUPPLEMENTARY EDUCATIONAL CENTER

The attached "exhibit" materials will provide the reviewer with insight into the scope of an Orange County Supplementary Educational Center sponsored workshop to train a selected group of Orange County educators i. the use of a system approach to educational problem solving. Exhibits F, G, and H are included to illustrate the increase in skill acquired by participants.

LIST OF EXHIBIT MATERIALS

Exhibit A	A letter announcing the opportunity to nominate a representative to the System Training Workshop.
Exhibit B	Overview of the training program.
Exhibit C	Application form.
Exhibit D	Mission Objective for workshop participants.
Exhibit E	Communication to participants.
Exhibit F	The first homework assignment.
Exhibit G	Example of the assignment completed.
Exhibit H	An assignment completed by the same individual at the conclusion of the workshop.
Exhibit I	Composite evaluation of one of the workshop sessions.

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SUPPLEMENTARY EDUCATIONAL CENTER

July 21, 1969

The Orange County Supplementary Educational Center is pleased to announce that it has contracted the services of Dr. Roger Kaufman, Chapman College, and Dr. Les Shuck, Newport-Mesa Unified School District, to conduct a series of six training sessions on the topic "Basic Training in System Approach to Educational Problem Solving." Enclosed for your information is a bulletin describing the training to take place, the dates, site, and other descriptive information.

Each superintendent in Orange County is being invited to nominate one person from within his district to attend the training sessions. You will notice in the descriptive information that this is a training session which will focus on real problems and provide each individual an opportunity to utilize the consultant services in solving his problem. Also, enclosed is an application blank that must be returned to the Center by August 20, 1969.

In recent years a great deal has been written and said on the need for educators to be involved in system training. This program will enable your district to have the opportunity to have one individual schooled in these techniques. If addition information is desired, please feel free to contact my office.

Sincerely yours,

James A. Freda
Director
Supplementary Educational Center

EXHIBIT A

JAF:eld
Enclosures
cc: Assistant Superintendent of Instruction

BASIC TRAINING IN
SYSTEM APPROACH TO EDUCATIONAL PROBLEM SOLVING

Dates	Instructional Units
Sept. 17	Identifying needs (problems related to the project) Establishing priorities; selecting target problems
Oct. 15	Overview of the system approach Constructing performance objectives
Nov. 19	Analyzing problem: mission analysis Analyzing problem: functional and task analysis
Dec. 3	Analyzing problem: methods-means analysis Generating alternative solution strategies
Jan. 21	Selecting most promising strategy Developing detailed plan
Feb. 18	Developing detailed plan Implementing the plan Evaluation - Feedback - Revision

It is expected that the individual planning to participate in the course will enter with a problem selected by himself or assigned from his agency. The problem should be delimited to the point where it can be completed during the training period.

Much of the training design will be drawn from Operation P.E.P. (Preparing Educational Planners), with some modifications. Consultants will be brought in to make key presentations and provide assistance to trainees as they work on their individual problems. Arrangements will be made to critique each completed practicum activity to aid participants in knowing how well they are progressing. In turn, participants will be asked to critique each training session.

Participants

There will not be more than forty participants in the series of instruction. One participant from each of the thirty public school districts will be invited to participate in the training. In addition, ten participants from the nonpublic schools and other educational agencies will be extended an invitation to participate.

Time and Place of Training

Meeting times are scheduled 9:00 a.m. to 3:00 p.m. and will begin and end on time. All sessions will be conducted in the Administration Building, Garden Grove Unified School District, 10331 Stanford Avenue, Garden Grove.

Objectives

1. A solution to a local problem will be developed during the training and practicum.

2. Critiquing each individual's work, both that done during supervised practice and that done for "assignments" between training session.

3. Participants exchanging and critiquing each other's work.

4. Materials which may be used by individuals or small groups to expand or clarify the skills being learned. (For example, during the training in constructing performance objectives, Popham's tape-filmstrips can be made available to use during work periods by any individual or small group desiring such use.)

   Consultants and staff persons previously trained in the system approach will be available to assist in whatever ways they may be needed.

5. The responsibility of instructors, whether local or consultants from elsewhere, is to achieve/produce the performance specifications for the instructional unit with which they are involved.

General Format and Instructional Suggestions

Instruction will be given one day per month, beginning in September and ending in February, in time blocks permitting approximately six hours of instruction and supervised practice. Practical application of the techniques to individual problems will be "assigned" for the interim periods between sessions.

Each participant is expected to enter the program with a problem related to his work. Whether he selects the problem himself or it is assigned to him, this is what his work will be focused on as he applies the planning techniques being learned.

Lecture will be kept to a minimum. Maximum involvement of participants will be utilized.

Every attempt should be made to individualize to the point where each participant meets the performance criteria for each unit of instruction.

EXHIBIT B

Application

BASIC TRAINING IN
SYSTEM APPROACH TO EDUCATIONAL PROBLEM SOLVING

Name of School District Fullerton Joint Union High School District

Nominee Dr. Donald G. Hays *

Address 211 W. Commonwealth Ave., Fullerton, Calif. 92632 Phone 714/879-4451

Position in the District Director, Pupil Personnel Services

I understand that this training will not incur any expense to the school district and that the nominee will enter the training with a real problem and the commitment to use the resources of the training consultants in solving this problem. The candidate agrees to participate in all phases of the training program and is aware of the time commitments.

Name of person completing this application Nolan L. Noble

District Superintendent Leonard L. Mundy Date August 26, 1969
Signature

Note: This application must be returned to the Supplementary Educational Center, Orange County Department of Education, 1104 Civic Center Drive West, Santa Ana, California 92701, by August 20, 1969.

EXHIBIT C

*Successful applicants will receive additional information pertaining to the materials and procedures of the program.

76993

SUPPLEMENTARY EDUCATIONAL CENTER
Orange County Department of Education
1104 Civic Center Drive West
Santa Ana, California 92701

September, 1969

Need

Educators in California, and especially Orange County, are now required to design curriculum according to SB-1 and to provide measurable achievement of learners in their schools. Current school districts in Orange County do not currently have measurable objectives, statements of needs in measurable performance terms, needs based upon empirical data, or personnel who have the skills and abilities in a System Approach, System Analysis, Needs Assessment, and System Planning.

Mission Objective

Upon completion of a six-session, six-hour-per-day workshop, the participants (80%) will:

1. Define a System.
2. Define a System Approach in terms of a six-step problem solving process model.
3. Define a Need as a discrepancy between "what is" and " what should be."
4. Identify at least three dimensions for Needs Assessment including at least three of (1) Nature of Society, (2) Nature of Learner, (3) Nature of Educator, (4) Nature of Knowledge.
5. Define System Analysis as the process for determining requirements and alternatives for getting from "what is" to "what should be."
6. Be able to identify the characteristics of a Mission Objective and a Measurable, Behavioral Objective as: (1) what is to be done, (2) where it is to be done, (3) by whom it is to be done, and (4) what criteria will be used to determine if it has been done.
7. Be able to perform a System Analysis to the extent of identifying analysis levels of (1) Mission Analysis, (2) Function Analysis, (3) Task Analysis, and (4) Method-Means Analysis.
8. Identify Methods-Means Analysis as the process of identifying possible strategies and tools for meeting the requirements identified in Systems Analysis steps of M.A., F.A., and T.A.
9. Identify PPBS and Cost-benefit Analysis as tools for selecting possible alternative strategies and tools from alternatives.
10. Identify the characteristics of System Synthesis as including (1) Solution Selection, (2) Solution Design/Adoption/Adaption, (3) Solution Implementation, (4) Performance Evaluation, and (5) System Revision.
11. When given a five-point rating scale for measuring "utility of a System Approach" will check the middle category or above.

TO: All Participants in A System Approach to Educational Problem Solving

FROM: James A. Freda, Director, Supplementary Educational Center

DATE: October 3, 1969

REMINDER: The next training session for A System Approach to Educational Problem Solving will be conducted on October 15, 1969 at the Saddleback Inr, West Winds Room, 9:00 a.m. to 3:00 p.m. All sessions will begin and end as scheduled.

I am providing you the following materials as promised.

(1) Copy of the Mission Profile for the Instructional Tasks Project, which was used in the presentation of September 17.

(2) Copy of the Potential Problem Solving Model from Kepner-Tregoe & Associates.

(3) Revised "homework assignment."

(4) A transparency for recording your homework assignment in order that it might be shared with the other members by use of the overhead projector.

Please bring these materials to the training session on October 15. Financial constraints make it impossible for the Center to provide more than one copy of each of the printed instructional materials.

EXHIBIT E

By October 15, prepare a Need Statement, using the "Need Model", and providing documentation. (You may wish to re-examine the original assignment you brought with you or substitute another as a result of your work on September 15.)

NEED MODEL

1.0 Complete Need Assessment

1.1 Identify "What Is" and Document

What is being done now?
By whom is it being done now?
Under what conditions is it being done now?
What criteria are now being used to measure the extent to which it is done?

1.2 Identify "What Should Be" and Document

What should be done?
By whom should it be done?
Under what conditions should it be done?
What criteria should be used to measure the extent to which it is done?

1.3 Identify Discrepancies between "What Is" and "What Should Be"

EXHIBIT F

FULLERTON UNION HIGH SCHOOL DISTRICT

Assignment: Study the post high school activities of graduates from the Fullerton Union High School District and propose needed curriculum changes.

Need: Annually, approximately 3 out of every 10 graduating seniors state that during the following year, they will be doing something other than continuing a program of formal education. Approximately another 2 out of every 10 graduating seniors state that they plan to enter college but either do not enroll or if they do enroll, will withdraw during the first year of college. Few, if any, of these students have a salable skill so that they will be economically independent.

Objective Statement: Upon graduating from high school, 50% of the students will:

1. Be able to perform in an entry level skill commensurate with his abilities and interests.
2. Be employed within 6 months at this entry or higher level job.

Performance Requirements: Given a specific task of an entry level job, a student is to complete the task in a specified amount of time as established by the requirements of the job and at a level of performance as determined by the employer of that entry level position.

EXHIBIT G

SYSTEMS ANALYSIS WORKSHOP
Dr. Donald G. Hays
January 21, 1970

Assignment:

Educational objective #5 of the Board of Trustee's adopted policy on Philosophy and Objectives for the Fullerton Union High School District states:

To assist each individual in preparing for a choice of a satisfying and useful vocation, and in many instances develop marketable skills in the individual.

Therefore, the assignment is to determine from the post-high school activities of graduates from the district what curriculum changes are needed to ensure that the above objective is met. Entry level is 4.0 - Implementation.

Need:

Approximately 3 out of every 10 graduating seniors state that during the following year they will be doing something other than continuing a program of formal education. Approximately another 2 out of every 10 graduating seniors state that they plan to enter college but either do not enroll or if they do enroll, will withdraw during the first year of college. Few, if any, of these students have a marketable skill so that they will be economically independent at the time of leaving school.

Mission Objective:

Provide fifty percent of students in the district with marketable skills so that they will be employed and become economically independent within eight months following graduation.

Mission Performance Requirements:

1. Given a specific task of an entry level job chosen by the student, he is to complete the task in a specified amount of time as established by the requirements of the job and at a level of performance determined by a panel of employers who supervise persons for each entry level position identified.

2. Within eight months following graduation a minimum of 95 percent of those students with marketable skills will be employed at an entry level or higher positions as determined by their responses to a mailed questionnaire.

3. At the same time, 90 percent of those students with marketable skills will be economically independent as determined by their responses to a mailed questionnaire indicating that they are completely self-supporting.

EXHIBIT H

MISSION PROFILE: Providing Marketable Skills

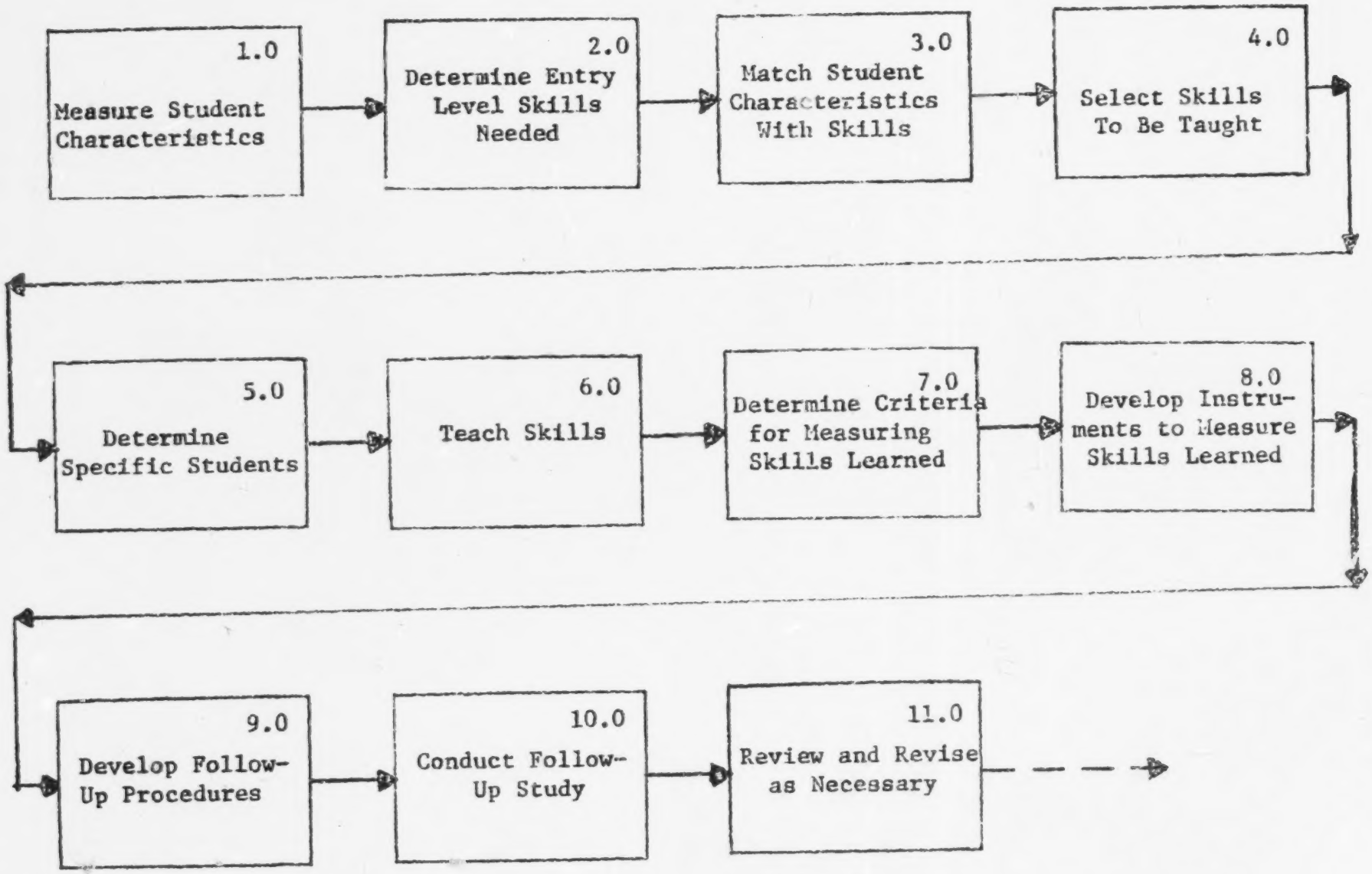


EXHIBIT H

FUNCTION ANALYSIS:

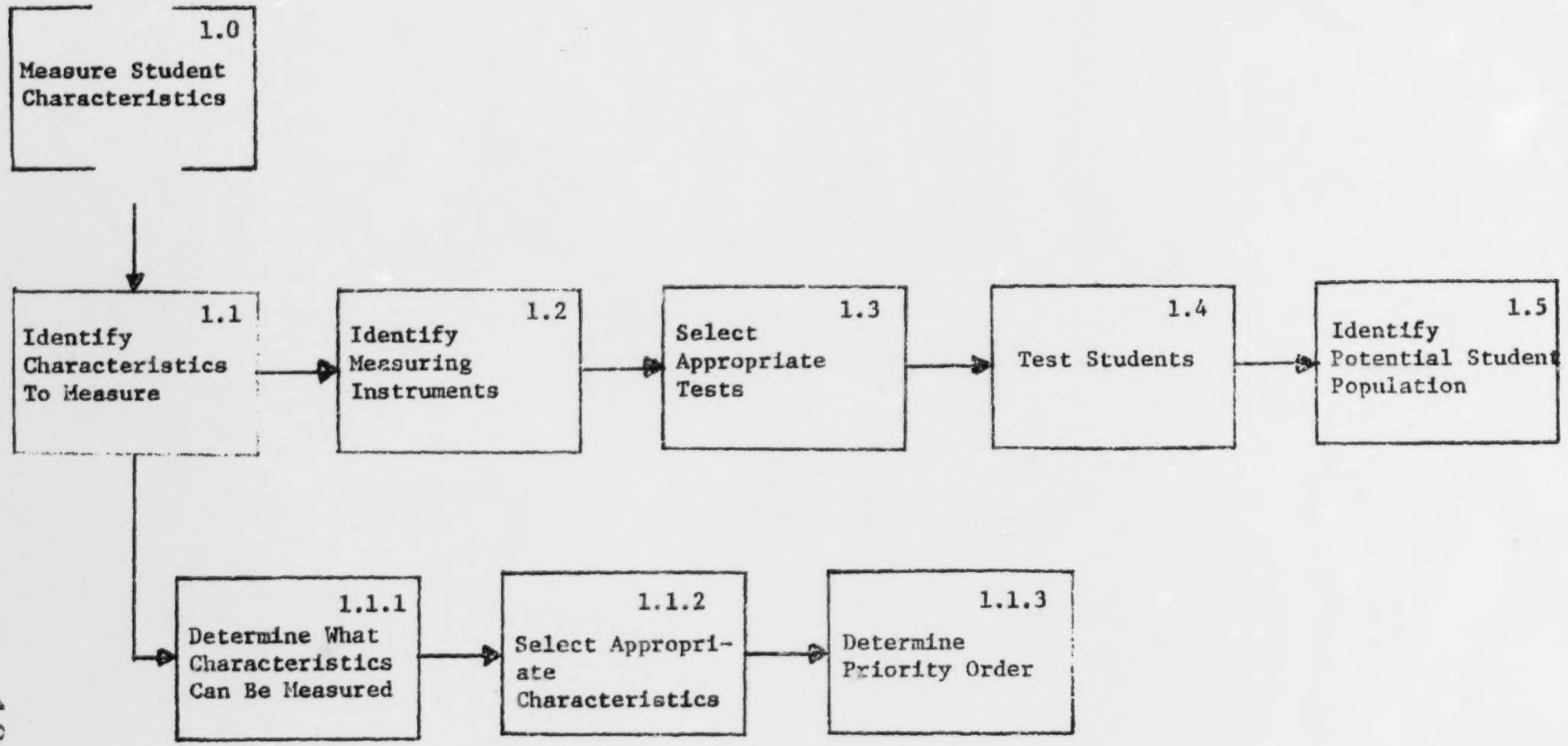
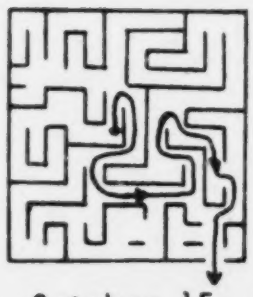


EXHIBIT H



SUPPLEMENTARY EDUCATIONAL CENTER
Orange County Department of Education
1104 Civic Center Drive West
Santa Ana, California 92701

EVALUATION OF SYSTEM TRAINING WORKSHOP

October 15, 1969

1. Kind of organization you represent: Public School 20 Nonpublic School 3 Civic 1 Cultural 1 Business ___

2. Your position: (Please check)

Superintendent	1	District Office Staff	10
Teacher	___	Other (please specify)	4
Principal	10		

3. The content of today's presentation was: (Please check one in each column)

Excellent	11	Very useful to me	11
Good	11	Useful to me	10
Fair	1	Not useful to me	___
Poor	___		

4. How would you characterize today's presentation?

	Yes	No	Uncertain
4.1 An imaginative solution to an educational problem, worthy for implementation	14	___	5
4.2 The demonstration of a worthwhile program and exposure to new information unfamiliar to me.	23	___	___
4.3 Relatively narrow and limited program not aimed at a significant problem, "old hat" with little practical use	1	17	___

5. Indicate your opinion of the speakers' effectiveness:

	Very Effective	Effective	Not Effective
Les Shuck			
Planning	15	9	___
Presentation	15	8	___
Instructional Aids	13	7	___
Timing	11	11	___
Roger Kaufman			
Planning	17	7	___
Presentation	17	6	___
Instructional Aids	17	6	___
Timing	13	9	___

6. Because of your attendance at today's presentation, do you feel you have gained sufficient insight to apply the knowledge you've acquired in your present position?	Yes	No	Yes, with Reservation
	16	1	8

7. How could the presentation and/or program format for today's program have been improved?

EXHIBIT I

96984

Orange County Supplementary Educational Center
1104 Civic Center Drive West
Santa Ana, California

EVALUATION OF THE POPHAM FILM STRIP MATERIALS

The Orange County Supplementary Educational Center endeavors to make available pertinent resourse materials in the best possible condition, and you can be of assistance by answering the following questions:

1. School District or Organization you represent: 5 Districts

2. Your position: (Please check)

Teacher	____	District Office Staff	4
Principal	1	Other	____

3. Check the numbers of the film strips presented, the number of times shown, and the total number of persons in attendance:

Film Strip	Number of Showings	Number in Attendance
#1 ____	4	25
#2 ____	4	29
#3 ____	4	29
#4 ____	3	17
#5 ____	3	16
#6 ____	3	2
#7 ____	2	2

4. The content of the material was: (Please check one in each column)

Excellent	4	Very Useful to the audience .	4
Good	1	Useful to the audience. . . .	1
Fair	____	Not Useful to the audience .	____
Poor	____		

5. Please identify any film strips or tapes which are in need of repair:

_____

6. What might the Center do to provide greater support to the effective use of the Popham materials? _____

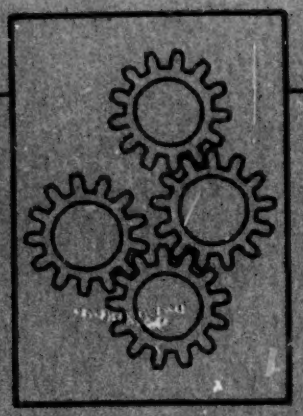
_____

_____

7. Comments: _____

_____

_____



Capitalize On Your Experience

SUPPLEMENTARY EDUCATIONAL CENTER
Orange County Department of Education
1104 Civic Center Drive West
Santa Ana, California 92701
Telephone 834–3933

James A Freda, Director
Dan McFarland, Coordinator
James Watkins, Coordinator

76921

(41)

A CHANCE TO IMPROVE YOUR PROGRAM

If you were a participant in the Planned Change Series sponsored by the Orange County Supplementary Educational Center, and if you have in mind a study or action program for your school, the opportunity to implement the program is now available.

The Center has budgeted funds to assist selected participants in the Planned Change Series who seek to develop and implement changes in their school or district which supplement the existing program and hold promise of significantly reducing the educational needs of students.

The purpose of this activity is twofold: to partially fulfill two of the Center's objectives which are "to encourage others to undertake research, evaluation and planning activities which closely relate to and support identified priority needs of students, and to plan and conduct activities which create a more responsive climate for the effective diffusion of improved and proven educational practices."

In addition, it is the intent of this Center activity to offer assistance to those persons in the Change Series who are committed to improving their program, have a truly viable plan, and are unable to secure the necessary funding from within their organization. If you are one of these people, we welcome your participation.

KINDS OF PROJECTS

The Center can support programs which are appropriately planned and hold promise of significantly reducing student needs. Funds are available to support the costs of consultants to work with teachers or students, research or evaluation studies focusing on the improvement of instruction, dissemination programs and necessary travel of appropriate persons to proven innovative programs being considered for adoption or adaptation in the local school or district. The Center will not support the cost of equipment, classroom teaching materials, or the salaries of teachers or aides.

AMOUNT OF SUPPORT

The maximum support available to a participant is $350, and the purpose is to provide the initial encouragement and assistance to individuals who seek to improve the educational program within their school. It is not the intent of the Center to offer continuing support to programs extending over a long period of time; therefore, for those persons submitting applications prior to September 15, that portion of the program requiring Center financial support must terminate by February 15, 1970.

CRITERIA AND METHOD FOR SELECTION

The approval of applications will be based on: the extent to which the proposed project contributes to the solution of an educational need, the degree to which the project might result in a change in student performance or behavior, and the extent to which the proposed project appears well planned.

Each application will be reviewed and ranked by members of the Orange County Supplementary Educational Center Planning Committee and a recommended course of action for each project will be submitted to the Center Board of Directors for their endorsement and support.

APPLICATION PROCEDURE

Each individual who wishes to participate in this program must first discuss the merits of the idea with his Assistant Superintendent, or other appropriate person, and a member of the Center staff. If the project appears appropriate and receives initial encouragement from the applicant's district, it will then be necessary for the participant to complete an application form provided by the center.

CALENDAR

July 15 to September 1

Applications available

Meeting with applicant, Assistant Superintendent and Center staff member

Prepare application

September 15

Deadline
for receipt of completed application

September 16 to 19

Initial screening
of projects by Planning Committee members

September 24

Final screening and selection
of approved projects
by the Board of Directors

October 1

Approved projects may be initiated

February 15

Termination of Center support
for approved projects

"CAPITALIZE ON YOUR EXPERIENCE"

An Evaluation of the Projects Supported by the Orange County Supplementary Educational Center

District	Title of Project	Area of Emphasis	Project "Director"	Number of Persons Directly Served by the Project: Admin.	Teachers	Students	Center Financial Support Cost per Staff member Directly served	Cost per Student Directly served	Number of Consultants used	Number hours Consultant Service Provided	Dissemination: Estimated persons aware of Project within District (Does not include Center Dissemin.): Admin.	Teachers	Students	Lay
La Habra	Initiation of a Developmental Kindergarten Program	Primary Curriculum Development	John Rosell	12	17	510	$350	$12	$.68	1	24½	31	100 est.	30 est.	75
Westminster	Program Development Necessary for the Implementation of Innovative Approaches in Social Studies	Social Studies Methodology	Keith Lawson	25	70	450	$348	$3.50	$.72	1	24	41	550	1400	2800
Westminster	Program Planning Necessary Encourage a Team Teaching Approach to Learning	Team Teaching In-service	Joan Read	3	25	570	$165	$ 6	$.28	1	12½	28	45	60 est.	500
Ocean View	Individualized Instruction in Third Grade Science	Individualized Instruction In-service	W.A.Gerhardt W.W.Lescher	2	14	150	$300	$19	$ 2	1	30	26	70	150	70
TOTALS				42	126	1680	$1163	$ 8 (Averages)	$.69	4	91	126	765	1640 est.	3445

670206

Orange County Supplementary Educational Center
1104 Civic Center Drive West
Santa Ana, California 92701

EVALUATION OF FILM, "OVERCOMING RESISTANCE TO CHANGE"

The Orange County Supplementary Educational Center endeavors to make available pertinent resource materials in the best possible condition, and you can be of assistance by answering the following questions:

1. School District you represent: _____

2. Your position: Please check)

Teacher	____	District Office Staff . .	5
Principal	3	Other	____

3. How many times was the film shown? 14

4. How many persons viewed the film? 168

5. The content of the material was: (Please check one in each column)

Excellent	5	Very Useful to the audience .	2
Good	3	Useful to the audience. . . .	6
Fair	____	Not Useful to the audience. .	____
Poor	____		

6. What, if anything, does your district plan as a follow up to this film?
"Nothing at present time." - "Use for administrator in-service, if available." "I don't know.""Continue administrative presentations.""Use concepts to help in changing of curriculum.""Ditto notes & suggestions from film & distribute to all administrators."

7. What might the Center do to provide greater support for the ideas expressed in the film?
"Make film more available to districts.""Synopsis""Center has already provided assistance in this area."

8. Comments: "Do this as often as funds & time permit.""Thanks."
"Thank you for making arrangements for film."

470268

SUGGESTED PROGRAMS AND ACTIVITIES FOR THE ORANGE COUNTY
SUPPLEMENTARY EDUCATIONAL CENTER
THAT MAY BE MOST APPROPRIATE IN FISCAL 1970*

1. Basic Needs Survey for all Orange County local districts.

   a. Bring in education survey team, e.g. U.S.C. and survey selected districts for educational needs of children.

2. Systems Workshop for Curriculum/Pupil Personnel

   a. Assist in facilitating change over to Planning/Programming/Budgeting System (PPBS) among second level district administrators.

3. Provide Workshop on Team Teaching - Differentiated Staffing.

   a. Allow district substitutes for work periods.

   b. Movement from classroom to lab to classroom.

* The Centers are instrumental in each step of the long-range strategy for Title III. The Centers have been performing a key function in assessing educational needs in their respective regions and providing an empirical basis for setting priorities among needs . . .. The Centers also perform a vital role in assessing the state of knowledge relevant to meeting top priority needs, disseminating information to local educational agencies regarding needs and the state of knowledge in respect to each, assisting local agencies in project development, assisting demonstration projects in soliciting visitation and conducting visitors on project tours, assisting in the collection of evaluation data from projects, etc. State Plan, pp. 46-47

PLEASE RETURN BY DECEMBER 31, 1969

APPENDIX I

1269151

SUPPLEMENTARY EDUCATIONAL CENTER PROGRAM PLANNING SURVEY

Orange County School Administrators

TO BE COMPLETED BY SUPERINTENDENTS, DISTRICT OFFICE CERTIFICATED STAFF AND BUILDING ADMINISTRATORS

Your Name _____ District _____

Position _____ School _____

WHICH OF THE ACTIVITIES WOULD BE MOST HELPFUL TO YOU? Please **SELECT TWO** of the following eight activities. **INDICATE YOUR TWO CHOICES BY CIRCLING THE ACTIVITY NUMBER. INDICATE YOUR PREFERENCE OF MEDIA BY CHECKING THE APPROPRIATE BOX.**

ACTIVITIES	MEDIA PREFERENCE	
	Group Presentation or participation	Publications
1. Training in the Construction of Behavioral Objectives.	☐	☐
2. Training in Writing Federal Projects.	☐	☐
3. Training in Program Evaluation.	☐	☐
4. Systems Training (Systems Analysis or PERT: Program Evalustion and Review Techniques).	☐	☐
5. Information about I.P.I. (Individually Prescribed Instruction).	☐	☐
6. Information about the Use of Simulations and Games.	☐	☐
7. Information about an Innovative Educational Project (Specify Type) _____	☐	☐
8. Information about Federal Funding and Trends.	☐	☐

Remarks: _____

_____

_____

1468140

This questionnaire is part of a preliminary study to determine the extent to which speech fright is a problem for students in our public schools. In order that we may all be referring to the same set of behaviors, the following definition is offered:

> *SPEECH FRIGHT is the behavior of a speaker which interferes with his efficiency and effectiveness in an oral communication situation and which is manifested by avoidance of speaking situations or by emotional disturbances of mental and physical behavior such as poor eye-contact, nervous hand movements, restless shifting of feet, awkward posture, trembling, timid voice, inability to concentrate, embarrassment, muscle tensions, and similar physical and vocal cues that reveal the speaker's difficulty in adjusting to the communication situation.*

Utilizing the above definition, please complete #1 and check with an X on #2, 3, 4, indicating your position on the following questions:

1. How many of your students exhibit all or any part of this behavior? _____

2. When it exists, do you consider speech fright to be a problem in communication for your students?

   ☐ no problem
   ☐ slight problem
   ☐ moderate problem
   ☐ moderately severe problem
   ☐ severe problem

3. How does speech fright rank in importance as a problem for your students in comparison with other problems they may have, such as reading, spelling, etc.?

   ☐ high in importance
   ☐ of equal importance
   ☐ low in importance

4. Are you interested in receiving help to reduce the problem of speech fright in your students?

   ☐ yes
   ☐ no

Please complete the following:

1. Name of your district _____ school _____

2. Grade level you are reporting _____

3. Number of students enrolled in your class _____

4. As of the end of this school year, I will have taught ☐ 1 year ☐ 2-3 years ☐ 4-5 years ☐ over 5 years

5. Your name:
   Mr. ☐
   Mrs. ☐
   Miss ☐
   _____
   (please print or type)

870126 PREPARED AND DUPLICATED BY ORANGE COUNTY DEPARTMENT OF EDUCATION

MEDIA RESEARCH STUDY

Through the cooperation of the Fountain Valley School District, the Orange County Supplementary Educational Center, Technicolor Corp. and Doubleday Multimedia Co., a research study is being conducted to determine trends in attitude and behavior through saturation of a school with 8mm single-concept loop film.

It was mutually decided to use several methods of collecting data for this project.

1. Student Use Form
2. Media Implemented Lessons within control groups
3. Teacher Media Use Questionnaire
4. Coordinator Media Use Questionnaire
5. Parent Questionnaire
6. Interviews and observations

The following pages are from the guidelines set up by Dr. Allen, who has worked three days on the study.

(Cover page from the Media Research Report)

E.S.E.A. Title III

ORANGE COUNTY PROJECTS

Submitted February 1, 1970

School District	Project Title
Centralia SD	Project "I/M/M/E/R/S/E" - A Project for Instructional Multi Media, Educational Resourses, and Special Education
Fountain Valley SD	Improving the Primary Reading Program Through Performance Objectives
Fullerton Elementary SD	Success in Reading Skills
Fullerton Elementary SD	Developmental Placement for Handicapped Kindergartners
Garden Grove Unified SD	Project for the Multi-Handicapped Blind
Garden Grove Unified SD	Communication Arts in the Secondary School
Huntington Beach Union High SD	Project MEDIUM (Modifying Educational Direction by Involving the Use of Media)
Ocean View SD	The Ocean View Plan
Placentia Unified SD	Systems Organization for Language Development (S.O.L.D.)
San Joaquin SD	Planning, Implementing and Assessing a Continuum of Correlated Language Arts Skills from Kindergarten Through Eighth Grade Levels
Santa Ana Unified & Junior College Districts	Individualized Encounter for Individualizing Reading
Santa Ana Unified SD	Project Vitality
Tustin Elementary SD	An Exemplary Reading Improvement Program for Underachieving Pupils in Grades 1 through 6

870124

Supplementary Educational Center
Orange County Department of Education
1104 Civic Center Drive West
Santa Ana, California 92701

Mr. Robert Reeder
Learning Activity Packages
LAPS
September 24, 1969

EVALUATION OF A PRESENTATION

* Your position _____

1. The content of the presentation was: (Please check one in each column)

Excellent	37	Very useful to me	26
Good	14	Useful to me	20
Fair	1	Not useful to me	1
Poor			

2. Indicate your opinion of the speaker's effectiveness:

	Very Effective	Effective	Not Effective
Planning	40	12	
Presentation	39	12	
Instructional Aids	32	16	
Timing	34	13	

3. Because of your attendance at today's presentation, do you feel you have gained sufficient insight to initiate a program in your school and/or district which reflects specific elements of the presentation? (adaption) . . . . . Yes 30 No 22

4. Do you feel there is a need to provide additional presentations for educators of Orange County which focus on today's topic? (dissemination) . . . . . Yes 51 No 2

5. How would you characterize today's presentation?

	Yes	No
5.1 Imaginative	44	4
5.2 Informative	51	
5.3 Practical	44	1

6. Have you previously attended a presentation sponsored by the Orange County Supplementray Educational Center? 16 34

7. How could the presentation and/or program format for today's program have been improved?

_____

_____

_____

8. Additional Comments _____

_____

_____

_____

96997

Orange County Supplementary Educational Center
1104 Civic Center Drive West
Santa Ana, California

Mr. Herbert Brayer
Drug Misuse
August 27, 1969

EVALUATION OF A PRESENTATION

1. School District or Organization you represent: _____

2. Kind of organization: Public School 15 Nonpublic School 10 Civic 4
Cultural ___ Business ___

3. Your position: (Please check)

Superintendent	1	District Office Staff	9
Teacher	3	Other (please specify)	10
Principal	5		
	1		

4. The content of the presentation was: (Please check one in each column)

Excellent	21	Very useful to me	10
Good	5	Useful to me	18
Fair	2	Not useful to me	___
Poor	___		

5. Indicate your opinion of the speaker's effectiveness:

	Very Effective	Effective	Not Effective
Planning	11	18	___
Presentation	20	8	___
Instructional Aids	4	5	___
Timing	11	11	___

6. Because of your attendance at today's presentation, do you feel you have gained sufficient insight to initiate a program in your school and/or district which reflects specific elements of the presentation? (adaption) . . . . . HELP 3 . . . Yes 13 No 8

7. Do you feel there is a need to provide additional presentations for educators of Orange County which focus on today's topic? (dissemination) . . . . . Yes 28 No 1

8. How would you characterize today's presentation?

	Yes	No
8.1 An imaginative solution to an educational problem, ready for my implementation	13	9
8.2 The demonstration of a worthwhile program and exposure to new information unfamiliar to me	12	9
8.3 Relatively narrow and limited program not aimed at a significant problem, "old hat" with little practical use.	___	17

9. Have you previously attended a presentation sponsored by the Orange County Supplementary Educational Center? 8 19

10. How could the presentation and/or program format for today's program have been improved?

_____

_____

_____

Comment: _____

8694

Supplementary Educational Center
Orange County Department of Education
1104 Civic Center Drive West
Santa Ana, California 92701

Mr. Len Lasnik
Oral Communication
January 28-29, 1970

EVALUATION OF A PRESENTATION

1. Kind of organization you representation: Public School 13 Nonpublic School 5
   Civic 3 Cultural 1 Business ____

2. Your position: (Please check)

Superintendent	____	District Office Staff	5
Teacher	2	Other	13
Principal	3		
	1		

3. The content of the presentation was: (Please check one in each column)

Excellent	15	Very useful to me	10
Good	5	Useful to me	11
Fair	____	Not useful to me	____
Poor	____		

4. Indicate your opinion of the speaker's effectiveness:

	Very Effective	Effective	Not Effective
Planning	18	5	____
Presentation	13	9	____
Instructional Aids	14	8	____
Timing	13	9	____

5. Do you feel there is a need to provide additional presentations for educators of Orange County which focus on today's topic? (Dissemination) . . . . . Yes 20 No ____

6. How could you characterize your response to today's presentation?

	Yes	No
6.1 I am ready to begin implementation of the program presented.	14	____
6.2 I viewed a demonstration of an interesting program but plan no immediate action or follow up	4	1
6.3 The program was "old hat" with little practical use.	____	1

7. Have you previously attended a presentation sponsored by the Orange County Supplementary Educational Center? 17 6

8. How could the presentation and/or program format for today's program have been improved?

_____

_____

_____

_____

Supplementary Educational Center
Orange County Department of Education
1104 Civic Center Drive West
Santa Ana, California 92701

Mr. Fenwick English
Differentiated Staffing
February 25, 1970

EVALUATION OF A PRESENTATION

1. Kind of organization you represent: Public School 37 Nonpublic School 3
   Civic ____ Cultural 1 Business 1

2. Your position: (Please check)

Superintendent	____	District Office Staff	13
Teacher	13	Other	2
Principal	14		

3. The content of the presentation was: (Please check one in each column)

Excellent	34	Very useful to me	17
Good	7	Useful to me	19
Fair	____	Not useful to me	____
Poor . .(Introduction)	____		

4. Indicate your opinion of the speaker's effectiveness:

	Very Effective	Effective	Not Effective
Planning	36	4	____
Presentation	37	5	____
Instructional Aids	20	11	2
Timing	3;	9	____

5. Do you feel there is a need to provide additional presentations for educators of Orange County which focus on today's topic? (dissemination) Yes 39 No ____

6. How would you characterize your response to today's presentation?

	Yes	No
6.1 I am ready to begin implementation of the program presented.	15	13
6.2 I viewed a demonstration of an interesting program but plan no immediate action or follow up	20	7
6.3 The program was "old hat" with little practical use.	____	16

7. Have you previously attended a presentation sponsored by the Orange County Supplementary Educational Center? 17 23

8. How could the presentation and/or program format for today's program have been improved?

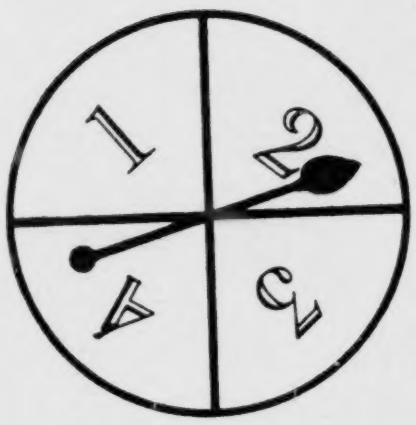
_____

_____

_____

_____

270157



Supplementary Educational Center
Orange County Department of Education
1104 Civic Center Drive West
Santa Ana, California 92701

Mr. Kenneth Berridge
Project Simulations
May 27, 1970

EVALUATION OF A PRESENTATION

1. Kind of organization you represent: Public School 7 Nonpublic School 2
   Civic 3 Cultural 2 Business ____

2. Your position: (Please check)

Superintendent	____	District Office Staff	1
Teacher	4	Other	8
Principal	2		

3. The content of the presentation was: (Please check one in each column)

Excellent	11	Very useful to me	4
Good	3	Useful to me	7
Fair	____	Not useful to me	____
Poor	____		

4. Indicate your opinion of the speakers' effectiveness:

	Very Effective	Effective	Not Effective
Planning	6	8	____
Presentation	7	6	____
Instructional Aids	4	7	2
Timing	6	7	____

5. Do you feel there is a need to provide additional presentations for educators of Orange County which focus on today's topic? (dissemination) . . . . . Yes 12 No 1

6. How would you characterize your response to today's presentation?

	Yes	No
6.1 I am ready to begin implementation of the program presented.	7	2
6.2 I viewed a demonstration of an interesting program but plan no immediate action or follow up	4	____
6.3 The program was "old hat" with little practical use.	____	2

7. Have you previously attended a presentation sponsored by the Orange County Supplementary Educational Center? 12 2

8. How could the presentation and/or program format for today's program have been improved?

Supplementary Educational Center
Orange County Department of Education
1104 Civic Center Drive West
Santa Ana, California 92701

Mini Courses:
Student Involvement in Developing Curriculum
Laguna Beach, Troy, and Valencia High Schools
Planning Committee
March 18, 1970

EVALUATION OF A PRESENTATION

(Please Check)

1. Kind of organization you represent: Public School 23 Nonpublic School 5
   Civic 2 Cultural 1 Business ____

2. Your position:

Superintendent	____	District Office Staff	7
Teacher	6	Other	8
Principal	6 / 4		

3. The content of the presentation was: (Please check one in each column)

Excellent	26	Very useful to me	17
Good	5	Useful to me	12
Fair	____	Not useful to me	____
Poor	____		

4. Indicate your opinion of the Panel's general effectiveness:

	Very Effective	Effective	Not Effective
Planning	18	13	____
Presentation	24	6	____
Instructional Aids	6	4	____
Timing	16	8	____

	Yes	No
5. Do you feel there is a need to provide additional presentations for educators of Orange County which focus on today's topic? (dissemination)	28	2

6. How would you characterize your response to today's presentation?

6.1 I am ready to begin implementation of the program presented.	13	____
6.2 I was informed of an interesting program but plan no immediate action or follow up.	10	____
6.3 The program was "old hat" with little practical use.	____	____

7. Have you previously attended a presentation sponsored by the Orange County Supplementary Educational Center?	13	18

8. How could the presentation and/or program format for today's program have been improved? _____

_____

_____

_____

Supplementary Educational Center
Orange County Department of Education
1104 Civic Center Drive West
Santa Ana, California 92701

Mrs. Kathryn Cousins and
Mr. Nathaniel Lamm
ECOLOGY AND ORANGE COUNTY
April 22, 1970

EVALUATION OF A PRESENTATION

1. Kind of organization you represent: Public School 18 Nonpublic School 1
   Civic 1 Cultural 1 Business ____

2. Your position: (Please check)

Superintendent	____	District Office Staff	6
Teacher	7	Other	4
Principal	3		

3. The content of the presentation was: (Please check one in each column)

Excellent	13	Very useful to me	9
Good	7	Useful to me	7
Fair	____	Not useful to me	2
Poor	____		

4. Indicate your opinion of the speakers' effectiveness:

	Very Effective	Effective	Not Effective
Planning	17	4	____
Presentation	13	8	____
Instructional Aids	10	10	____
Timing	15	5	____

5. Do you feel there is a need to provide additional presentations for educators of Orange County which focus on today's topic? (dissemination) . . . . . Yes 16 No 1

6. How would you characterize your response to today's presentation?

	Yes	No
6.1 I am ready to begin implementation of the program presented.	15	1
6.2 I viewed a demonstration of an interesting program but plan no immediate action or follow up	4	3
6.3 The program was "old hat" with little practical use.	____	6

7. Have you previously attended a presentation sponsored by the Orange County Supplementary Educational Center? 15 5

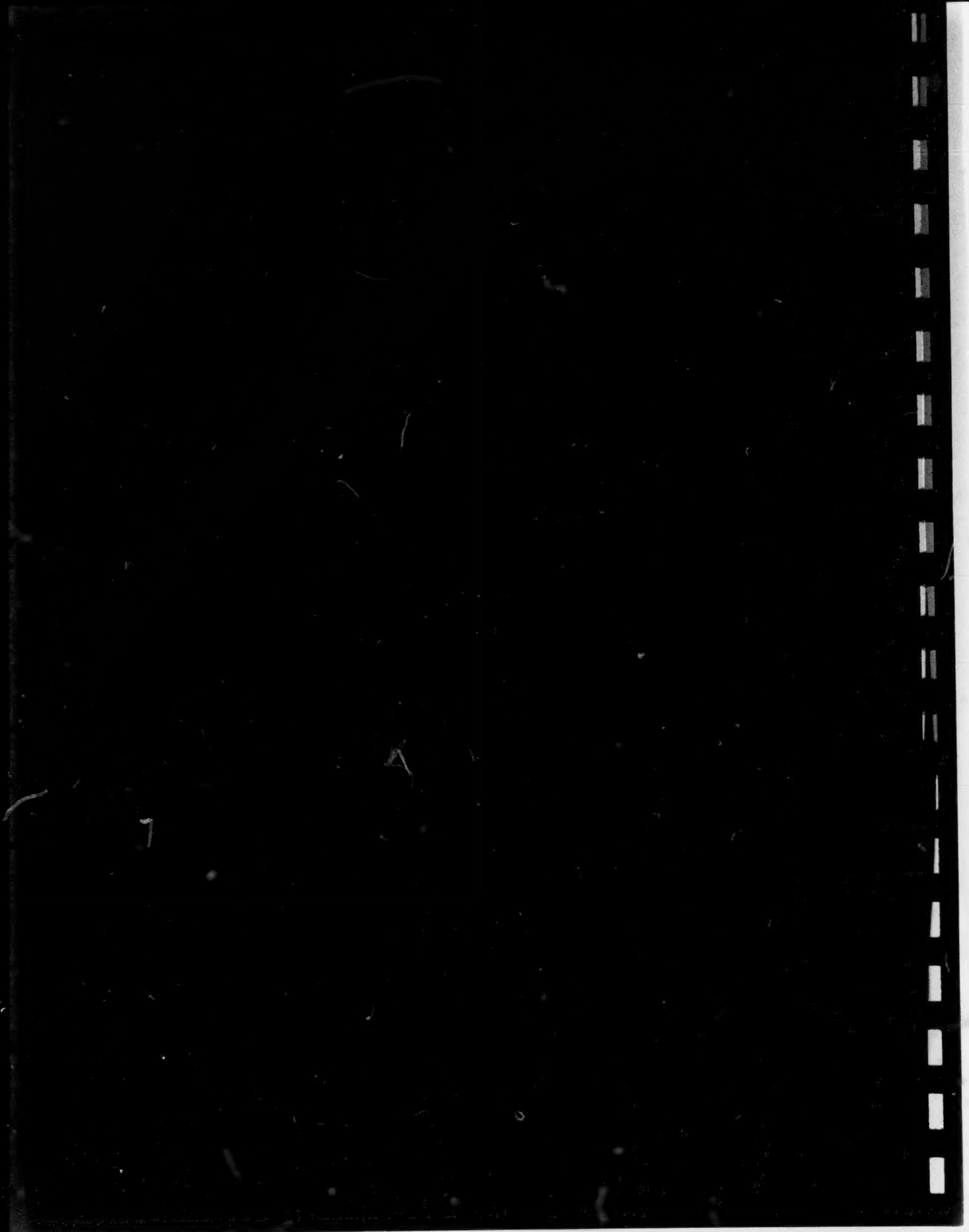
8. How could the presentation and/or program format for today's program have been improved?

_____

_____

_____

_____



SUPPLEMENTARY EDUCATIONAL CENTER
Orange County Department of Education
1104 Civic Center Drive West
Santa Ana, California 92701

TO: Planning Committee Members

SUBJECT: Evaluation of a Visitation

1. Kind of organization you represent: Public School 42 Nonpublic School 2
   Civic 2 Cultural ____ Business ____

2. Your position: (Please check)

   Superintendent . . . . . ____
   Teacher. 3
   Principal. 44
   District Office Staff 10
   Other 5

3. As a result of your visiting _____, rate the value to you and ultimately your school agency or organization. (Please check one)

   of great value 29 of some value 15 of little value 1 of no value ____

4. A function of the Planning Committee is to become informed about exemplary educational programs. To what degree do you feel this particular visitation has aided in the accomplishment of this function?

   greatly 33 some 10 little ____ not at all ____

5. This visitation represents an investment of _____ dollars per person of the Center's funds. Rate the cost effectiveness of this visitation.

   very good 16 good 13 fair ____ poor ____

6. How would you characterize the project you visited? (Check only one)

   6.1 An imaginative solution to an educational problem ready for implementation in other school districts 27

   6.2 The demonstration of a worthwhile program which needs further refinement before it is transportable to my situation. 18

   6.3 A relatively narrow and limited program not aimed at a significant problem, "old hat" with little practical use. . . . . ____

7. Would you recommend that others interested in this kind of a program visit this project? . . . . . Yes 42 No 2

8. Do you plan to implement aspects of this project in your school, district, or organization? . . . . . Yes 37 No 2

9. How could the Center's participation in the day have been improved?

   Arrangements: _____

   Procedures: _____

10. Comments: _____

_____

1069231

An Invitation to Visit

OCTA

PROJECTS IN ORANGE COUNTY

159

Currently there are six projects funded under E.S.E.A. Title III which provide direct services to students enrolled in public and private schools of Orange County. These are exemplary projects and hold promise of being adopted or adapted in other schools.

Persons visiting these projects will be provided insights into the development of the programs as well as materials which will clarify the project and assist educators interested in implementing some of the techniques employed.

If you are interested and wish to attend one of these projects, please complete and return one of the reservation slips provided. You will then receive a confirmation notice and directions for reaching the project. In the event you cannot be accommodated in your selected visitation you will, of course, be notified.

If you have further questions regarding these visitations or if you return a reservation slip, receive a confirmation notice, and then find it will be impossible for you to be in attendance, please call the Center at 834-3933 -- others may be waiting.

160

VISITATION #1

Title: **"Handicapped Children in the Regular Classroom"**

Project Director: Larry Belkin

Grade Levels: K through 8

Location: Fulton School
8778 El Lago Street
Fountain Valley

Visitation Date: May 20, 1970

Starting Times: 8:30, 10:00 & 1:00

Duration of Visit: One Hour

Maximum Persons per Visitation: 5

VISITATION #2

Title: **"Floating Marine Laboratory"**

Project Teacher: Ron Schnitger

Grade Levels: 6 through 12

Location: Balboa Pavilion
400 Main
Balboa

Visitation Date: May 18, 19, 20, 22

Starting Times: 7:15 and 11:45

Duration of Visit: Four Hours

Maximum Persons per Visitation 5

(Dress for a trip on the ocean)

VISITATION # 3

Title: **"Primary Economics Education"**
Project Director: Marlene Harper
Grade Levels: 1 through 3
Location: Title III Office
(west side of the building)
3301 Lincoln Blvd.
Anaheim
Visitation Dates: May 20, 21
Starting Time: 12:15
Duration of Visit: One Hour
Maximum Persons per Visitation: 15

VISITATION # 4

Title: **"Space Science Project"** (Mobile Laboratory and Computer Mathematics Programs)
Project Director: Fay Harbison
Grade Levels: 3 through 8
Location: Harbor View School
900 Goldenrod Avenue
Corona del Mar
Visitation Date: May 21
Starting Time: 9:00
Duration of Visit: Three Hours

Location: Our Lady Queen of Angels
(Mobile Laboratory only)
750 Domingo Drive
Newport Beach
Visitation Date: May 22
Starting Time: 9:30
Duration of Visit: Two Hours
Maximum Persons per Visitation: 5

161

VISITATION # 5

Title: **"Project for MultiHandicapped Blind"**
Project Teacher: Margaret Harvey
Grade Levels: Preschool through 6
Location: Stanley School
12201 Elmwood Avenue
Garden Grove
Visitation Date: May 21
Starting Times: 8:30, 10:00, and 12:30
Duration of Visit: One Hour
Maximum Persons per Visitation: 5

VISITATION # 6

Title: **"Developmental Placement for Handicapped Kindergartners"**
Project Director: Edys McIntosh
Grade Levels: Kindergarten & Primary
Location: Richman School
700 South Richman
Fullerton
Visitation Date: May 20
Starting Times: 9:15, and 10:30
Duration of Visit: One Hour
Maximum Persons per Visitation: 5

RESERVATION SLIP

COMPLETE AND MAIL

TO: Orange County Supplementary
Educational Center
1104 Civic Center Drive West
Santa Ana, California 92701
Telephone: 834-3933

57037

162

I will attend the E.S.E.A. Title III

Project Visitation#_____

on May_____at

_____o'clock

Your Name_____

Position_____

School, District or
Organization_____

Address_____

Telephone_____

For another Person or Visitation.

Use only one reservation slip for each visitation.

I will attend the E.S.E.A. Title III

Project Visitation#_____

on May_____at

_____o'clock

Your Name_____

Position_____

School, District or
Organization_____

Address_____

Telephone_____

PACE
ORANGE COUNTY DEPARTMENT OF EDUCATION
SUPPLEMENTARY EDUCATIONAL CENTER
1104 CIVIC CENTER DRIVE WEST
SANTA ANA, CALIFORNIA 92701

James A. Freda, Director
Dan McFarland, Coordinator
James Watkins, Coordinator

SUPPLEMENTARY EDUCATIONAL CENTER
Orange County Department of Education
1104 Civic Center Drive West
Santa Ana, California 92701

Mr. Robert Lundgren
Microteaching
January 9, 1970
Attendance 24
Evaluations 22

EVALUATION OF A PRESENTATION

1. School you represent _____

2. Specific teaching assignment _____

3. The content of the presentation was: (Please check one in each column)

Excellent	15	Very useful to me	15
Good	5	Useful to me	4
Fair		Not useful to me	
Poor			

4. Indicate your opinion of the speaker's effectiveness:

	Very Effective	Effective	Not Effective
Planning	16	8	
Presentation	19	7	
Instructional Aids	17	3	
Timing	8	13	

5. Do you feel there is a need to provide additional presentations for educators of Orange County which focus on today's topic? (dissemination) . . . . . Yes 22 No ____

6. How would you characterize your response to today's presentation?

	Yes	No
6.1 This presentation will directly improve my teaching	19	1
6.2 I participated in an interesting program, but do not think it will greatly affect my teaching	3	5
6.3 The program was of little practical use to me		6

7. Do you plan to disseminate the information at this workshop into your district? . . . . . 21 ____

8. How could the presentation and/or program format for today's program have been improved?

_____

_____

_____

_____

SUPPLEMENTARY EDUCATIONAL CENTER
Orange County Department of Education
1104 Civic Center Drive West
Santa Ana, California 92701

Mr. Robert Carlson
Interaction Analysis
February 5-6, 1970
Attendance 14
Evaluations 13

EVALUATION OF A PRESENTATION

1. School you represent _____

2. Specific teaching assignment Elem. 5; Inter.Eng. 1, Soc.S. 1; High 3

3. The content of the presentation was: (Please check one in each column)

Excellent	12	Very useful to me	4
Good	1	Useful to me	7
Fair		Not useful to me	
Poor			

4. Indicate your opinion of the speaker's effectiveness:

	Very Effective	Effective	Not Effective
Planning	12	1	
Presentation	12	1	
Instructional Aids	12	1	
Timing	11	2	

5. Do you feel there is a need to provide additional presentations for educators of Orange County which focus on today's topic? (dissemination) . . . . . Yes 11 No ____

6. How would you characterize your response to today's presentation?

	Yes	No
6.1 This presentation will directly improve my teaching	11	
6.2 I participated in an interesting program, but do not think it will greatly affect my teaching	1	3
6.3 The program was of little practical use to me		3

7. Do you plan to disseminate the information at this workshop into your district? . . . . . 12 ____

8. How could the presentation and/or program format for today's program have been improved?

_____

_____

_____

_____

170257

SUPPLEMENTARY EDUCATIONAL CENTER
Orange County Department of Education
1104 Civic Center Drive West
Santa Ana, California 92701

Mr. Robert Carlson
Interaction Analysis
February 5-6, 1970
Attendance 12
Evaluations 10

EVALUATION OF A PRESENTATION

1. School you represent _____

2. Specific teaching assignment District 2, Math 1, Science,Math,Chemistry 1, Elementary 3, Senior high 1.

3. The content of the presentation was: (Please check one in each column)

Excellent	9	Very useful to me	8
Good	1	Useful to me	2
Fair		Not useful to me	
Poor			

4. Indicate your opinion of the speaker's effectiveness:

	Very Effective	Effective	Not Effective
Planning	10		
Presentation	9		
Instructional Aids	8	1	
Timing	8	1	

5. Do you feel there is a need to provide additional presentations for educators of Orange County which focus on today's topic? (dissemination) . . . . . Yes 10 No ____

6. How would you characterize your response to today's presentation?

	Yes	No
6.1 This presentation will directly improve my teaching	8	
6.2 I participated in an interesting program, but do not think it will greatly affect my teaching	1	3
6.3 The program was of little practical use to me		4

7. Do you plan to disseminate the information at this workshop into your district? . . . . . 10 ____

8. How could the presentation and/or program format for today's program have been improved?

_____

_____

_____

_____

170257

SUPPLEMENTARY EDUCATIONAL CENTER
Orange County Department of Education
1104 Civic Center Drive West
Santa Ana, California 92701

Dr. Charles Galloway
Nonverbal Communication
March 13, 1970
Attendance 70
Evaluations 51

EVALUATION OF A PRESENTATION

1. School or District you represent _____

2. Specific assignment _____

3. The content of the presentation was: (Please check one in each column)

Excellent	50	Very useful to me	38
Good	1	Useful to me	7
Fair	___	Not useful to me	___
Poor	___		

4. Indicate your opinion of the speaker's effectiveness:

	Very Effective	Effective	Not Effective
Planning	45	5	___
Presentation	42	3	___
Instructional Aids	12	3	___
Timing	38	4	___

5. Do you feel there is a need to provide additional presentations for educators of Orange County which focus on today's topic? (dissemination) . . . . . Yes 48 No ___

6. How would you characterize your response to today's presentation?

	Yes	No
6.1 This presentation will directly improve my job performance. . .	39	___
6.2 I participated in an interesting program, but do not think it will greatly affect my effectiveness	5	8
6.3 The program was of little practical use to me.	4	8

7. Do you plan to disseminate the information of this session into your district? 46 2

8. How could the presentation and/or program format for today's program have been improved?

_____

_____

_____

_____

37081

CONSULTANTS EMPLOYED BY THE OCSEC DURING 1969-1970,
INCLUDING THE TYPE OF SERVICE PERFORMED AND THE
PRODUCT RECEIVED

NAME OF CONSULTANT	DESCRIPTION OF SERVICE	WRITTEN PRODUCT ON FILE, OCSEC
Rechnitzer	Cooperative support to Marine Floating Lab, ESEA Title III, Presentation	"Proceedings of the 1969 National Marine Science Education Conference" (48 Pages)
Berridge	Planning Committee Presentation, ESEA Title III, "Simulations"	"Source Guide for Learning Games" (15 Pages)
Education Evaluation Associates	Workshop - Evaluation	Complete package of materials used in 8-hour simulated Evaluation session (60 Pages)
Hart	Compile, Write - "Impact III"	180 Programs from 27 school districts, (110 Pages)
Lasnik	Saturday Workshop, ESEA Title III	"Programs in Oral Communications" & "The Reticent Child" (75 Pages)
15 Teachers at $20 per day	Support teacher attendance at above workshop	"Teacher's Manual, Level A", and above Lasnik materials (100 Pages)
Somogyi	Research design and evaluation	"Orange County Educational Assessment Center Continuation Application" (60 Pages)
Thayer	Capitalize on your Experience Program	"Individualized Instruction in Third Grade Science" - Implementation and Evaluation (15 Pages)
Beardwood	Program development & writing	"Accent on Exemplary Teaching"
Allen	Cooperative evaluation - A/V Project	Research Design for Fountain Valley - Saturation Project (15 Pages)
Ford	LAPS for Individualized Instruction Program	Set of 8 Overheads; Report for Participants (5 Pages)
Galloway	Presentation - Non-Verbal Communication	4 Publications - Non-Verbal Communication in the Classroom (85 Pages)
Smart	"Capitalize on Your Experience" Presentation	"Initiation of Developmental Kindergarten Program" - Application and Evaluation (25 Pages)

NAME OF CONSULTANT	DESCRIPTION OF SERVICE	WRITTEN PRODUCT ON FILE, OCSEC
Carlson	Presentation - Interaction Analysis	"Observing and Recording Classroom Interaction" (15 Pages)
Shuck & Kaufman	System Analysis Workshop	5 Separate Publications (40 Pages each) Systems Approach to Educational Problem Solving
Sanchis	Presentation - Behavioral Objectives - "Capitalize on Your Experience"	"Inservice Training for Team Teaching" Program evaluation and Worksheets (25 Pages)
Poole	Evaluation Design for Santa Ana Unified Project	ESEA Application for February 1 Submission (50 Pages)
Lundgren	Presentation - "Micro Teaching"	"Minicourse Fifteen" - Developing Independent Learning (5 Pages)
Fielder	Presentation for "Capitalize on Your Experience"	"Implementive Innovative Social Studies" - the Program and Evaluation (18 Pages)
Saunders	Project Development for Tustin Elementary District, Title III, February 1 Deadline	Research Design for a Reading Program (4 Pages)
Schmidt	Project Development - 9 County Cooperative Project, Title III, February 1 Deadline	Cooperative Project for Handicapped Children (75 Pages)
Daw	Program Development for Santa Ana Title III Project, February 1 Deadline	Application on file -- (50 Pages)
Boocock	Presentation - "Simulation"	"Name of the Game" - Simulations (14 Pages)
Senesh	Cooperative Presentation for Economics Education, Title III Project	Materials Available in Applicant District
Harsh	Evaluation Team to Center	Two Hour Conference Report (5 Pages)
Reeder	Presentation - "LAPS", ESEA Title III, Hughson Project	Instructional Package - Mass Media (12 Pages)
Brayer	Research, Title III, Coronado Project - "Drug Misuse"	"Drug Abuse - A School Disaster and a Problem For Guidance" (12 Pages)

Evaluation of *IMPACT. . . II*

IMPACT is continually being evaluated so as to make future editions more responsive to the needs and wishes of its readers and users.

The following represents an evaluation based upon the average responses compiled from most recent data. Each individual who received IMPACT was asked to answer eight questions (one with three parts) by writing in the number that best expressed his view.

QUESTIONS

1. ____ To what degree has the general information contained in IMPACT been useful to you in learning more about instructional programs operating in Orange County? (dissemination)

2. ____ To what degree do you feel the content of IMPACT will prompt you to obtain additional information on a reported program?

3. ____ To what degree do you feel you will use the information in IMPACT to initiate similar programs in your school setting? (adaption)

4. ____ To what degree do you feel the Supplementary Educational Center is disseminating information in Orange County on methods for improving teaching and learning?

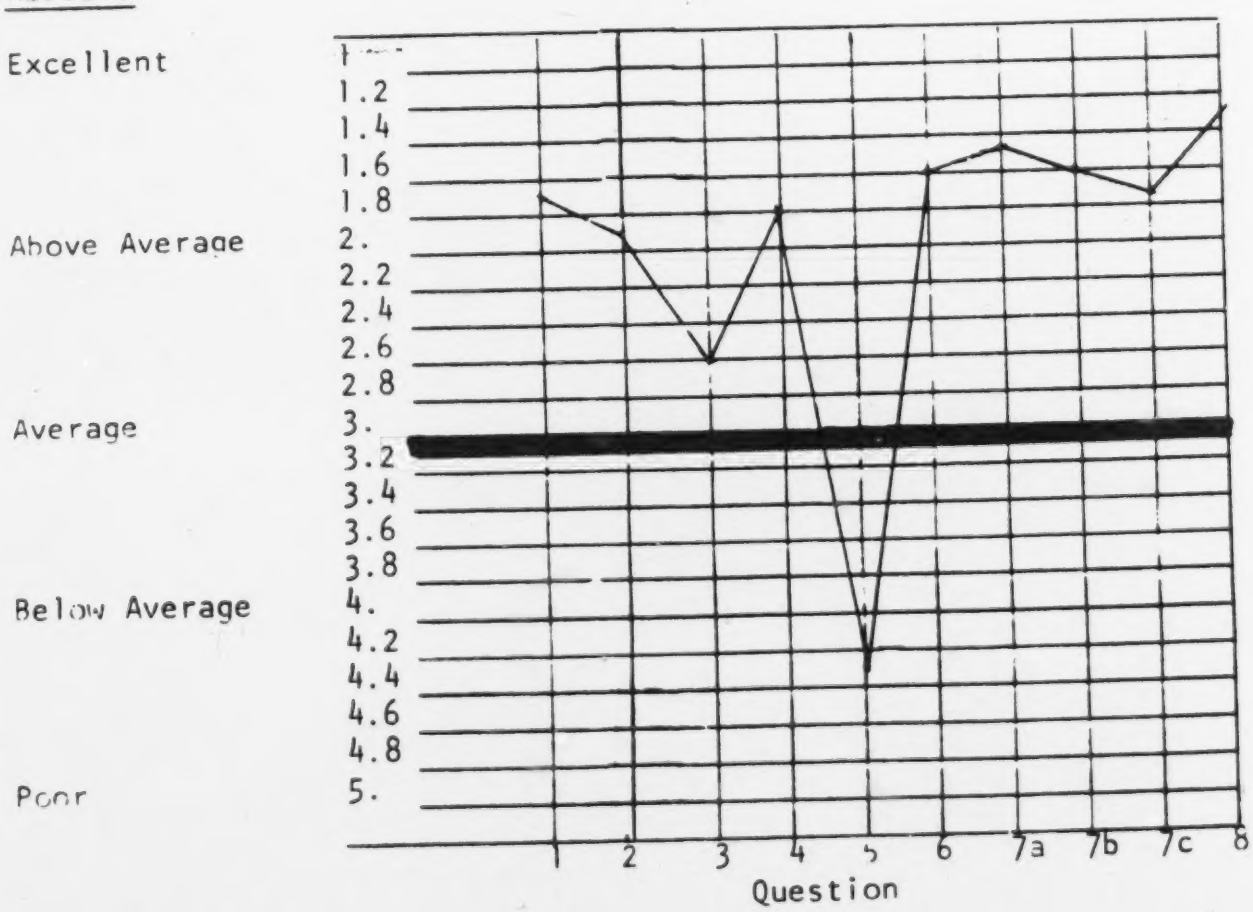
5. ____ To what degree do you feel there are other publications available in Orange County that describe community-wide educational efforts?

6. ____ To what degree do you feel this activity is a specific function the Supplementary Educational Center must perform?

7. a.___ Using the 5-point scale, judge the content of IMPACT for (a) clarity, (b) timeliness, and
   b.___ (c) practicality.
   c.___

8. ____ IMPACT represents a total investment of seventy-five cents per copy (mailing included). Rate the cost effectiveness of IMPACT.

RESULTS



Public 82

Nonpublic 17

APPENDIX M

PLANNING ACTIVITIES
Orange County Supplementary Educational Center

1966	1967	1968	July-December, 1969
Planning Grant, ESEA Title III 31 Member Planning Committee Two Member Supplementary Educational Center Staff Priorities Defined by Knowledgeable Individuals No Mission Objectives Regional Study Programs Preschool Education Reading Vocational Education Funded Programs Floating Marine Biology Laboratory	Continuation Grant, ESEA Title III 58 Member Planning Committee 17 Member Board of Directors Monthly Planning Committee Meetings Organizational Bylaws Completion of Needs Assessment Project Development Discovering the Working World Project MIM Project Opera Cultural Arts Summer Extension-Floating Marine Science Laboratory 3 Member Supplementary Educational Center Staff Participation in PEP Six Mission Objectives Preparation of "Writers Kit" Workshop Participation Behavioral Objectives Writers Workshop	Continuation Grant, ESEA Title III 75 Member Planning Committee Full Supplementary Educational Center Staffing Countywide Dissemination System 12 Mission Objectives with Systematic Planning Capabilities Interface with other Planning Agencies Project Development Project Image Language Concept Center Upgrading the P.E. Program Primary Mathematics Project Workshop Participation PPBS Series on Planned Change Educationally Handicapped School Vandalism Preparation to phase Floating Marine Lab. to K-20 Marine Center at Dana Point Coordinate and assist LEA's with ESEA Titles I, II, VI, VII & VIII Publications Improving Curriculum with Federal Funds Foundation Funding IMPACT Surveys ESL Survey Library Facilities Materials Information Speech Fright	Continuation Application ESEA Title III 110 Member Planning Committee Full Supplementary Educational Center Staffing Improved Dissemination Program Implementation of Project Objectives on Target Program Development Five Planning Committee Meetings Drug Abuse Learning Activity Packages PPBS Workshops Continuation Education Site Visitations: Coronado and Hughson System Training Workshops Simulation Program Sing-Out Orange County Project Development District Continuation Negotiations "Capitalize on Your Experience" Supported in Four Districts Fountain Valley A.V. Program Speech Fright Study 16 District Statements of Intent Planning Committee Review of Intent Statements District Project Development for February 1 ESEA Title III Deadline Coordination of Orange County ESEA Title I Meetings "How to Study" Survey Direct Assistance with Other Federal Funding Sources Publications 5 Newsletters 4 Circular Letters IMPACT II Improving the School Program Through the Effective Use of Federal Funds Dissemination System Approach to Educational Problem Solving 10 Goals of Education and Objectives Individually Prescribed Instruction (IPI)

APPENDIX N

77027

ORANGE COUNTY
DEPARTMENT OF EDUCATION
SUPPLEMENTARY EDUCATIONAL CENTER

PACE NEWSLETTER

1104 CIVIC CENTER DRIVE WEST • SANTA ANA, CALIFORNIA 92701 • (714) 834-3933

VOLUME 4 NOVEMBER, 1969 NO. 4

ORANGE COUNTY VISITS TWO EXEMPLARY PROJECTS

In the past two months, the Planning Committee of the Orange County Supplementary Educational Center has featured programs on the Drug Abuse Project of the Coronado Unified School District and the Learning Activity Package Project of the Hughson Union High School District. As a follow up to these two successful programs, the Center recently sponsored visits to these projects by selected Planning Committee members. Two carloads drove to Coronado on October 9 to talk at length with Herbert Brayer, the Project Director, and to see his extensive library of materials on drug abuse. On their return, one carload visited the Zoo Project for Handicapped Children, a Title III project which uses the resources of the San Diego Zoo to enrich the educational program of handicapped students.

Hughson High School was visited by a five-member team on October 30. The team was able to see firsthand how Hughson's use of LAPs provided instruction for individual pupil needs.

These two visitations represent another effect of the Supplementary Educational Center to enhance the knowledge of Orange County educators regarding exemplary school programs.

Zoo Project Coordinator Jerry Lamb explains program to members of Coronado tour group.

PLANNING COMMITTEE MOVES FROM PPBS TO CONTINUATION EDUCATION

After a highly successful workshop on the new Planning, Programming, Budgeting System in October, the Planning Committee will switch channels to feature an exemplary ESEA Title III project on November 26, La Puente Union High School District's Continuation Education System Development Project. The program will feature the Project Director, Mr. Leon East, who will highlight his description with a three-screen slide presentation. His project stresses the application of a systems approach to the education of continuation high school students.

Site for this program is the Santa Ana Community Clubhouse, directly adjacent to the Orange County Department of Education. It will begin at 9:00, immediately following the Planning Committee business meeting. All interested citizens and educators are invited.

BOARD ENDORSES FOUR CHANGE PROJECTS

At its October 8 meeting, the Board of Directors of the Orange County Supplementary Educational Center endorsed four projects designed to achieve effective planned change. Projects receiving favorable action were:

1. Initiation of a Developmental Kindergarten Program - La Habra City
2. Individualized Instruction in Third Grade Science - Ocean View
3. Inservice Training Program to Encourage a Team Teaching Approach to Learning - Westminster
4. Inservice Training Necessary for the Implementation of Innovative Approaches in Social Studies - Westminster

Center Director Jim Freda congratulates three successful project applicants -- Principals John Rosell, Joan Read, and Bill Lawson

The projects submitted were reviewed by three members of the Planning Committee before they were sent to the Board for final endorsement. The Board's action attempts to implement one of the Supplementary Educational Center's main objectives, the stimulation of orderly educational change.

DATA GATHERING FOR IMPACT III BEGINS

Procedures for gathering information to include in IMPACT III have recently been initiated. Schools and agencies in Orange County were invited by the Supplementary Educational Center to submit descriptions of their quality education programs for inclusion in this year's document.

IMPACT, an annual publication of the Orange County Supplementary Educational Center, is a compilation of new, exciting educational developments in Orange County. Anyone wishing to contribute to IMPACT III who has not been previously contacted should phone the Center at 834-3933. Jim Watkins is the staff member handling this assignment.

SIMULATION FEATURED IN UPCOMING PROGRAM

How many times have you heard students indict education as boring? To counteract this charge, educators are attempting many new techniques to make the classroom motivating as well as educational. One of these new techniques is simulation.

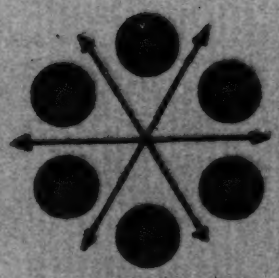
Simulation involves putting a real world model into a game format. It is more than playing games, for it forces the learner as a game participant to make decisions as if he were involved in the real world situation. He thereby learns more about the world he is entering and prepares himself for later decisions he will actually have to make.

To further knowledge of this promising new technique, the Orange County Supplementary Educational Center is sponsoring a program on simulation December 4 from 8:30 - 11:30 at Marina High School. Dr. Sarane Boocock, Assistant Professor at University of Southern California and a recognized authority on simulation, will discuss its merits and present information on existing games. Those in attendance will also have an opportunity to see an actual class play a typical game.

All interested citizens and educators are invited to the program. Additional information may be obtained by phoning the Center at 834-3933.

Planning Committee Meeting - 8:00 a.m.-November 26, 1969
Board Room, Orange County Department of Education
Program Highlight - Continuation Education Systems Development Project
(Program to be held in the Santa Ana Community Clubhouse)

TITLE III TO STRESS READING



Title III monies will be allocated to reading project as a first priority for the upcoming funding period. This is part of the United States Office of Education's massive effort to end reading failures by 1980.

U.S.O.E. is also gearing up for the reading crusade through the formation of a Right to Read Committee. Distinguished citizens are now being sought to serve on this Committee that will oversee the whole reading effort under the honorary chairmanship of Mrs. Richard Nixon. Initial work of the Committee will be to find out what U.S.O.E. is now doing in the reading field and what more can be done to make these efforts more effective.

School districts planning to submit Title III applications for the February 1 deadline are advised to concentrate their efforts on the reading area. Additional information and assistance on new Title III applications may be obtained by calling the Supplementary Educational Center at 834-3933.

106929

PACE
ORANGE COUNTY DEPARTMENT OF EDUCATION
SUPPLEMENTARY EDUCATIONAL CENTER
1104 CIVIC CENTER DRIVE WEST
SANTA ANA, CALIFORNIA 92701

James A. Frede, Director
Dan McFarland, Coordinator
James Watkins, Coordinator

SUPPLEMENTARY EDUCATIONAL CENTER
Orange County Department of Education
1104 Civic Center Drive West
Santa Ana, California 92701
Telephone 834-3933

Circular Letter
69-8

November 6, 1969

SESAME STREET

November 10 marks the beginning of a new and unusual daily television series created especially for preschool children. The series, "Sesame Street," will be seen each weekday through May 1970 on Channel 28, KCET, from 11:30 a.m. to 12:30 p.m.

"Sesame Street" is designed to help teach a variety of skills which children will be able to use once they get to school one or two years from now. It will teach recognition of letters of the alphabet, words, numbers and counting, geometric shapes and reasoning skills, among other things. The series will also attempt to teach the child how to get along with others and to increase his awareness of himself and the world around him.

The program will use the techniques employed so successfully by commercial television to entertain and inform. Many preschoolers have already learned to recognize letters and words from seeing them repeated on commercials. One of the ways "Sesame Street" will teach will be through the repeated use of short, highly-entertaining cartoons on individual letters, numbers, and words.

The series is being produced by the Children's Television Workshop of National Educational Television. The Workshop was created in 1968 as the result of a unique partnership between Carnegie Corporation, the Ford Foundation, and the United States Office of Education. They charged the Workshop with responsibility for researching a TV series for preschoolers and developing an experimental series of programs which would be aired nationwide and tested for educational effectiveness by an independent research group.

Preschool teachers will want to take advantage of "Sesame Street." Elementary principals may want to encourage parents of preschool children in their attendance area to have their children view the show.

James A. Freda
Director
Supplementary Educational Center

JAF:eld
116947

Distribution: District Superintendents
Assistant Superintendents of Instruction
District Project Directors, Title I and Title III
Planning Committee Members

The following announcement could be addressed to Spanish-speaking parents:

Queridos Padres:

"Sesame Street" es un programa nuevo de televisión creado especialmente para los niños entre la edad de tres y cinco años. El propósito es la enseñanza de algunas de las cosas que estos niños necesitarán cuando empiezan la escuela. Cosas como las letras del alfabeto, palabras nuevas, los números y como contar, y la manera de resolver problemas básicos.

También les enseñará de ciudades y pueblos, montañas y océanos, y animales; de donde vienen los alimentos y nuevas ideas acerca del mundo alrededor de ellos.

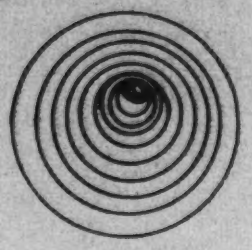
Pero lo más important, "Sesame Street" sera divertida. Munecos, canciones y juegos, caricaturas y películas serán utilizados para divertirse y enseñarse. También habrán estrellas que visitarán "Sesame Street"--actores como Harry Belafonte, Carol Burnett, James Earl Jones, Dick Van Dyke y también Superman y Batman.

A su niño le gustará--y a Ud. también. Ayúdele a encontrar "Sesame Street" todos los días. Ambos de Uds. descubrirán dentro de poco que el conocimiento es divertido. "Sesame Street" se podrá ver desde el lunes hasta el viernes por una hora empezando el diez de noviembre, 11:30 - 12:30, Channel 28, KCET.

APPENDIX Q

An Invitation To:

An Innovative Solution To Drug Misuse



SUPPLEMENTARY EDUCATIONAL CENTER
Orange County Department of Education
1104 Civic Center Drive West
Santa Ana, California 92701
Telephone 834–3933

James A. Freda, Director
Dan McFarland, Coordinator
James Watkins, Coordinator

"INNOVATIVE SOLUTION TO DRUG MISUSE," AN E.S.E.A. TITLE III PROJECT IN THE CORONADO UNIFIED SCHOOL DISTRICT, WILL BE DISCUSSED BY THE DIRECTOR, MR. HERBERT BRAYER, AT THE NEXT MEETING OF THE SUPPLEMENTARY CENTER'S PLANNING COMMITTEE.

Students at all grade levels are being studied to develop background information on underlying causes for drug abuse in an upper-middle class community, and a curriculum-oriented program will be developed to educate students concerning the facts of drug abuse. Student discussion groups are analyzing student values, the effect of communications media on drug use, and factors within the present culture which bear upon teenage drug involvement.

ALL INTERESTED PERSONS ARE INVITED TO ATTEND THE DISCUSSION, AUGUST 27TH AT 9 AM, IN THE BOARD ROOM OF THE ORANGE COUNTY DEPARTMENT OF EDUCATION, 1104 CIVIC CENTER DRIVE WEST, SANTA ANA, CALIFORNIA

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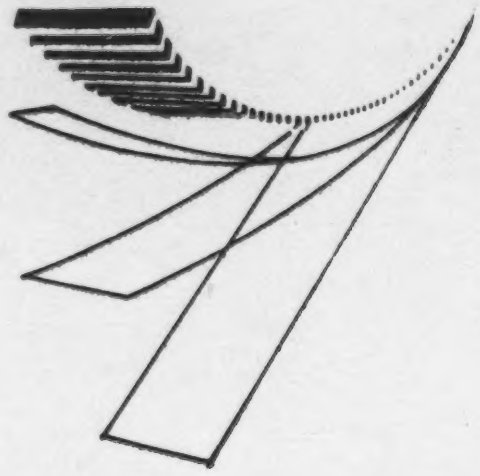
178

DIFFERENTIATED STAFFING PROJECT

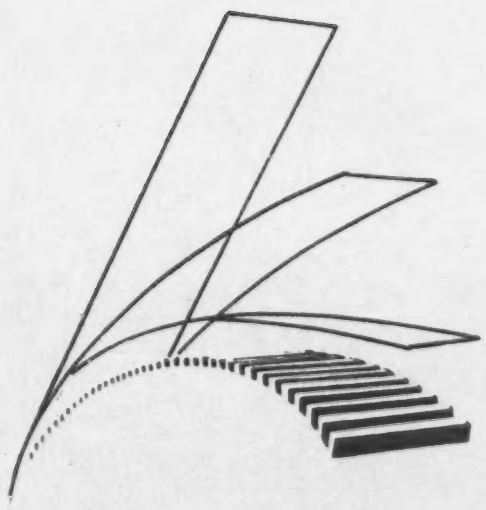


ORANGE COUNTY DEPARTMENT OF EDUCATION
SUPPLEMENTARY EDUCATIONAL CENTER
1104 CIVIC CENTER DRIVE WEST
SANTA ANA, CALIFORNIA 92701

James A. Freda, Director
Dan McFarland, Coordinator
James Watkins, Coordinator

The Orange County Supplementary Educational Center invites you to a presentation on the Differentiated Staffing Project of the Temple City Unified School District.

- The presentation will feature Mr. Fenwick English, Project Director since its inception and nationally recognized authority on Differentiated Staffing.
- The project, financed under the Education Professions Development Act, provides for a specialized certificated staff pattern by creating a four-level teacher heirachy and auxiliary personnel support system.
- Teachers have a major voice in school affairs through the Academic Senate, the body responsible for school policies.
- The staffing pattern enables career teachers to stay in the classroom, yet have an opportunity for administrative rewards and responsibilities.



PROGRAM INFORMATION

TOPIC: Differentiated Staffing

SPEAKER: Mr. Fenwick English, Project Director
Temple City Unified School District

SITE: Board Room
Orange County Department of Education

TIME: 9:00 a.m., Wednesday, Feb[illegible]ry 25, 1970

For information call: 834-3933

27096

You are
hereby
requested to

TAKE A LAP!

SUPPLEMENTARY EDUCATIONAL CENTER
Orange County Department of Education
1104 Civic Center Drive West
Santa Ana, California 92701
Telephone 834-3933

James A. Freda, Director
Dan McFarland, Coordinator
James Watkins, Coordinator

LAP is the common abbreviation for Learning Activity Packages, a method of instruction aimed at providing continuous progress for students.

LAP is a dynamic curriculum change at Hughson High School financed by an ESEA Title III grant.

LAP is an exciting learning technique that is being pioneered by Costa Mesa High School in the local area.

LAP is the subject of a program presented by the Orange County Supplementary Educational Center to inform all interested citizens and educators.

Interested in keeping abreast of current curriculum development?

JOIN US IN TAKING A LAP!

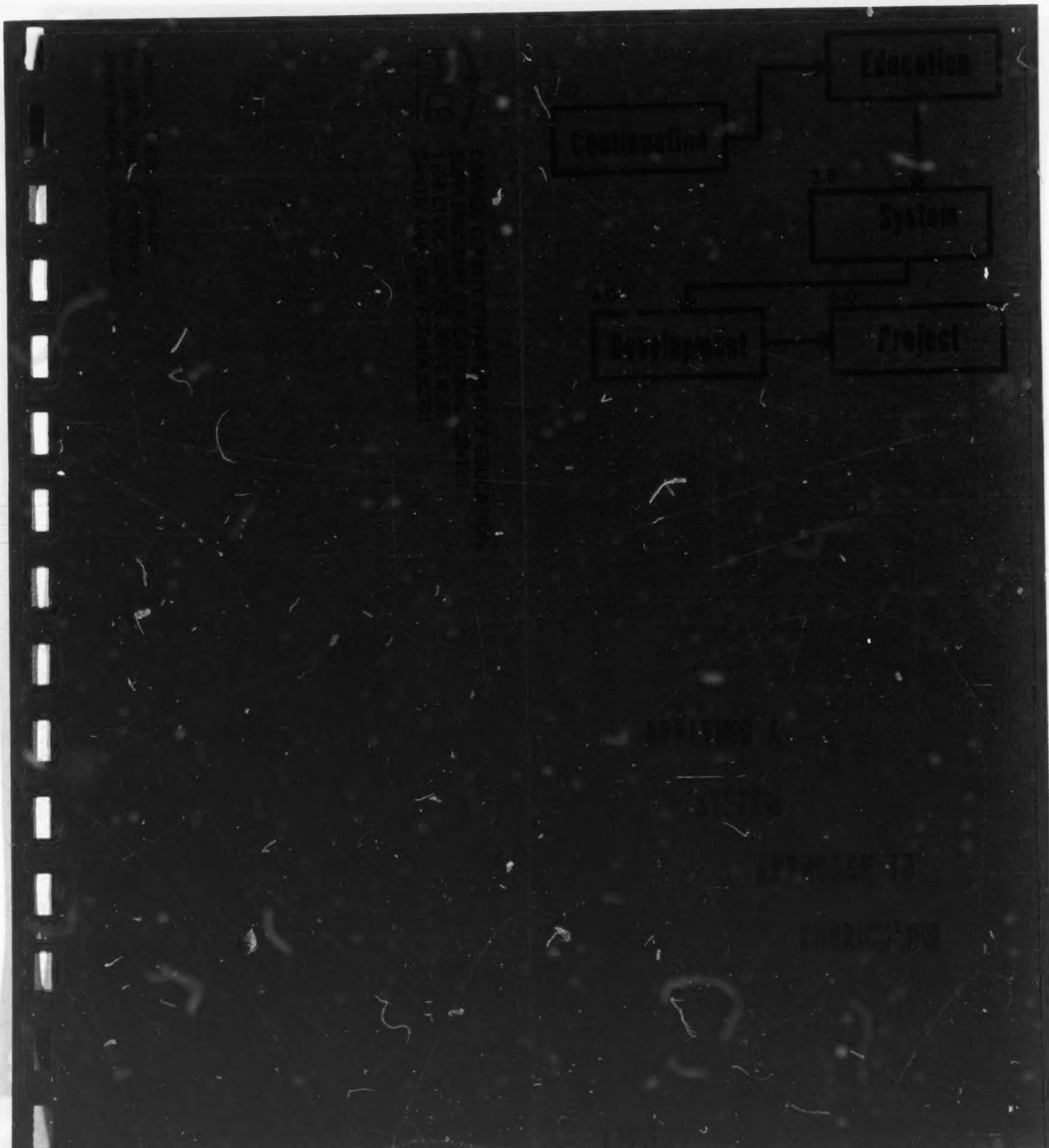
WHAT: Learning Activity Packages

WHO: Mr. Robert Reeder, Superintendent Shoreline Unified School District (on leave from the Hughson Union High School District)
Mr. Hector Navarette, Asst. Principal Costa Mesa High School

WHERE: Annex Conference Room
Garden Grove Unified School District
10331 Stanford Ave., Garden Grove

WHEN: 9:00 am., September 24, 1969

86915


Education
Communication
3.0
System
4.0
5.0
Development
Project

THE CONTINUATION EDUCATION SYSTEM DEVELOPMENT PROJECT IS A MAJOR CURRENT EFFORT TO APPLY A SYSTEM APPROACH TO THE CURRICULUM OF CONTINUATION SCHOOLS. IT HAS RELEVANCY FOR THOSE INTERESTED IN

SYSTEMS APPLICATION

CONTINUATION EDUCATION

AN EMPLOYMENT SOLUTION TO THE DROPOUT PROBLEM

INFORMATIVE HAND OUT MATERIALS

YOU ARE INVITED TO ATTEND A PRESENTATION OF THIS HIGHLY REGARDED ESEA TITLE III PROJECT

ACHIEVEMENT

WHAT

A 3-SCREEN SLIDE PRESENTATION OF THE CONTINUATION EDUCATION SYSTEM DEVELOPMENT PROJECT

WHO

MR. LEON EAST, PROJECT DIRECTOR
LA PUENTE UNION HIGH SCHOOL DISTRICT

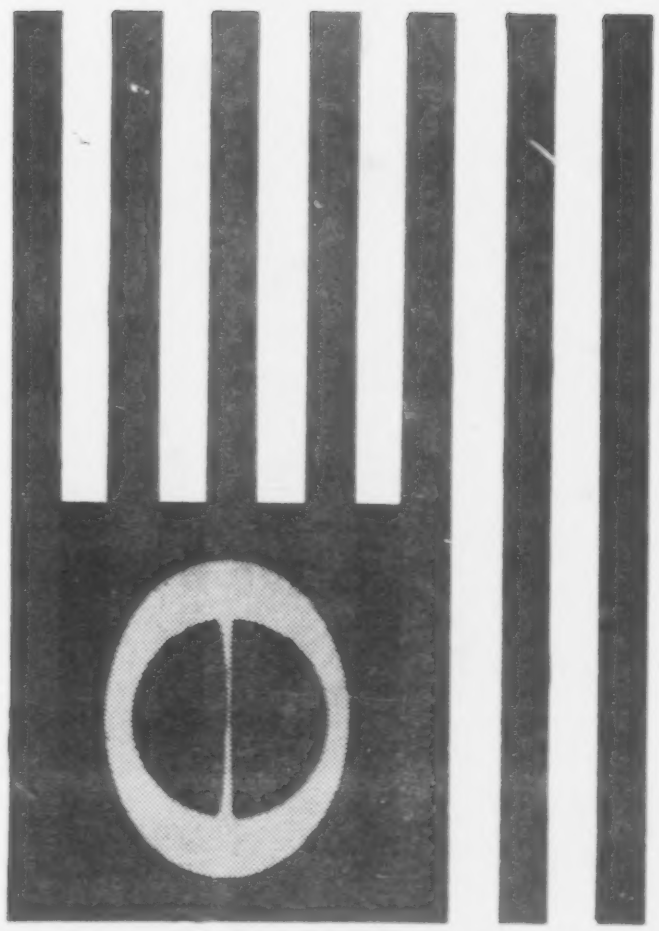
WHERE

SANTA ANA COMMUNITY CLUBHOUSE
1104 CIVIC CENTER DRIVE WEST
SANTA ANA

WHEN

9:00 [illegible] WEDNESDAY, NOVEMBER 26

116910



ecology and orange county

*Greek letter, theta, warning of death, symbolizes the threat to earth and its atmosphere. Green stripes are for unspoiled land; white for pure air.

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James Watkins, Coordinator

THROUGHOUT OUR NATION, APRIL 22 HAS BEEN DESIGNATED AS EARTH DAY
ON EARTH DAY, AMERICANS YOUNG AND OLD ARE COMING TOGETHER FOR A NATIONAL TEACH-IN TO TALK ABOUT OUR ENVIRONMENTAL PROBLEMS

[redacted]

I have about reached the conclusion that, while large industry is important, fresh air and clean water are more important, and the day may well come when we have to lay that kind of a hand on the table and see who is bluffing.

—Senator Barry M. Goldwater, Arizona

(Earth Day) seems to have obliterated the generation gap and neutralized traditional political differences.

—Los Angeles Times; April 5, 1970

Early this year, I introduced a constitutional amendment that says: "Every person has the inalienable right to a decent environment. The United States and every state shall guarantee this right."

—Senator Gaylord Nelson, Wisconsin
Cosponsor of Earth Day

189

PROGRAM

ECOLOGY OF ORANGE COUNTY

Does Orange County have ecological problems? If so, what are they?

Mrs. Kathryn L. Cousins, Planner
Orange County Planning Department

EDUCATING AND ECOLOGY

What is the educator's role in the preservation of our environment?

Mr. Nathaniel Lamm, Coordinator
Orange County Department of Education

SITE: BOARD ROOM
Orange County Department of Education
1104 Civic Center Drive West
Santa Ana, California 92701

TIME: **WEDNESDAY, APRIL 22 (EARTH DAY)**
9:00 a.m. - 11:00 a.m.

A CONSTRUCTIVE PROGRAM SPONSORED BY THE ORANGE COUNTY SUPPLEMENTARY EDUCATIONAL CENTER DESIGNED TO INFORM EDUCATORS AND INTERESTED CITIZENS ABOUT THE COMPLEX ISSUES FACING SCHOOLS AND THEIR EFFECT ON THE CHANGING SCHOOL CURRICULUM

47067

PROJECT SIMULATIONS

ORANGE COUNTY DEPARTMENT OF EDUCATION
SUPPLEMENTARY EDUCATIONAL CENTER
1104 CIVIC CENTER DRIVE WEST
SANTA ANA, CALIFORNIA 92701

James A. Freda, Director
Dan McFarland, Coordinator
James Watkins, Coordinator

1

Project Simulations was an E.S.E.A. Title III project in Sunnyvale, California, designed to improve student motivation and self-image.

2

Project Simulations has served as a dissemination center for school districts and individuals interested in learning more about this instructional method.

3

Project Simulations, in reported evaluation findings, improved student interest and attitudes toward social studies.

4

Project Simulations is a follow up presentation to an earlier program on simulations sponsored by the Orange County Supplementary Educational Center.

Topic: PROJECT SIMULATIONS

Speaker: MR. KENNETH BERRIDGE, Principal
Mango Intermediate School
Sunnyvale School District

Time: WEDNESDAY, MAY 27, 1970 - - 9:00 a.m.

Place: BOARD ROOM
Orange County Department of Education
1104 Civic Center Drive West, Santa Ana

For further information:

Orange County Supplementary Educational Center
Phone 834-3933

570149

CENTER	Project Development	Staff Cost all Projects Developed	Staff cost per Project Developed	Projects Funded all sources	No. Pupils served all Projects	No. Professionals served all Projects	Programs Developed	Total Staff Cost to Center	No. of Students Served	No. of Professionals served	No. of Training Sessions	Total Cost per session	Planning Activities	No. of Students Served	Total Staff cost	Average Cost to Center	Dissemination of No. of products	Staff Cost	Dissemination to Students	Dissemination to Adults	No. Needs Assessment Activities	Staff Cost	Cost of Center Survey
Alameda County	14	10	15	15	18	9	14	12	14	18	3	13	9	--	15	10	10	12	--	17	8	11	17
Butte County (Northern California)	4	14	9	6	7	16	9	4	13	16	1	3	6	3	5	2	2	20	--	--	9	6	7
Contra Costa County	17	4	7	12	6	4	5	9	12	10	15	7	1	--	13	1	12	13	--	4	19	2	8
Fresno County (EDICT)	5	17	12	14	10	10	2	17	2	1	5	14	7	--	8	4	19	10	--	10	5	18	11
Humboldt County (North Coast Region)	3	--	--	19	15	19	13	--	20	20	16	--	--	--	--	--	20	--	4	18	1	--	1
Kern County	20	8	19	6	16	17	7	5	8	11	19	1	5	12	17	12	--	2	13	19	3	8	1
Monterey Peninsula Unified School District (Tri-County)	19	2	4	21	21	21	16	1	18	19	18	2	15	6	1	6	17	1	--	17	20	1	6
Los Angeles County	2	15	8	4	2	5	21	21	21	21	17	6	3	7	18	9	8	9	7	13	6	20	18
Los Angeles City Schools	11	19	18	1	3	18	8	19	1	5	20	12	2	--	19	8	3	6	2	15	14	13	21
Napa County (North Bay)	7	12	13	8	4	1	19	8	4	14	10	19	4	9	9	3	9	18	3	9	12	6	19
ORANGE COUNTY	**10**	**1**	**1**	**10**	**5**	**3**	**3**	**11**	**7**	**9**	**11**	**9**	**13**	**8**	**16**	**18**	**7**	**5**	**14**	**5**	**18**	**5**	**5**
Riverside County	12	6	5	9	9	8	20	7	6	8	7	4	10	11	11	7	4	4	1	14	21	3	15
Sacramento County	18	3	6	18	17	20	17	6	9	13	14	18	16	--	14	19	5	14	12	8	2	17	13
San Bernardino County	9	18	16	13	8	7	18	10	5	6	6	5	18	4	3	15	15	3	--	20	17	10	10
San Diego County	6	9	3	2	1	2	15	2	17	15	8	11	19	1	2	13	1	15	8	1	13	9	14
San Francisco County	15	20	20	5	12	14	12	13	19	12	21	--	17	13	4	17	16	11	10	16	10	7	20
San Joaquin County	8	16	14	11	13	6	10	3	15	17	13	15	14	10	7	16	13	17	9	6	7	15	12
San Mateo County	16	13	17	17	19	12	11	6	10	3	12	16	11	2	12	14	18	16	15	12	15	12	4
Santa Barbara County (Tri-County)	21	5	11	16	11	11	6	14	3	4	9	8	8	5	6	5	6	7	6	2	16	14	9
Santa Clara County	13	7	10	3	20	15	1	18	16	2	2	17	--	--	--	--	14	19	11	11	4	19	3
Tulare County	1	11	2	4	14	13	4	15	11	7	4	10	12	14	10	11	11	8	5	3	11	--	16

This attachment shows the rank order of the 21 Supplementary Educational Centers on six categories and twenty-one variables of Center operation. It was compiled and reported by the State Department, Title III, to the Innovations Advisory Commission on April 21, 1970.

SUPPORTING LETTERS

MAX RAFFERTY
Superintendent of Public Instruction
and Director of Education

EVERETT T. CALVERT
Chief Deputy Superintendent

COLLIER McDERMON
Assistant Superintendent
(807 State Bldg.
Los Angeles 90012

STATE OF CALIFORNIA
DEPARTMENT OF EDUCATION
721 CAPITOL MALL, SACRAMENTO, CALIFORNIA 95814

S. W. PATTERSON
Acting Chief,
Division of Special Schools and Services

EUGENE GONZALES
Associate Superintendent; Chief,
Division of Instruction

RAY H. JOHNSON
Associate Superintendent; Chief,
Division of Public School Administration

WILSON C. RILES
Director of Compensatory Education

January
twenty three
1 9 6 9

Mr. James A. Freda, Coordinator
Planning & Communications
Orange County Supplementary Educational Center
1104 West Eighth Street
Santa Ana, California 92701

Dear Mr. Freda:

Thank you for your recent letter and the excellent publication entitled Foundation Funding and Financial Support for School Programs. You and your staff are to be commended for preparing this document and the information contained therein will certainly be of help in assisting educators.

Sincerely,

Merryl L. Powell

Merryl L. Powell, Director
Bureau of Program Planning & Development
Title III, ESEA

ap

SUPERINTENDENT OF SCHOOLS
CLARENCE HALL

ASSISTANT SUPERINTENDENTS
WOODIS CHADDICK
MILTON BERG
JAMES CARVELL

OCEAN VIEW SCHOOL DISTRICT

7972 WARNER AVENUE, HUNTINGTON BEACH, CALIFORNIA 92647 714-847-2551

October 10, 1969

Mr. James Watkins, Coordinator
Research and Planning Development
Supplementary Educational Center
Orange County Department of Education
1104 Civic Center Drive West
Santa Ana, Calif. 92701

Dear Mr. Watkins:

I just received your letter of October 7 informing us that Ken Meberg has been selected to join a visitation trip to Hughson High School to learn more of their LAPS program.

The leadership provided by the Center in making this kind of visitation possible for Mr. Meberg and other forward-looking leaders in the County is genuinely appreciated. On behalf of Ocean View, thank you.

Sincerely,

Clarence L. Hall
Superintendent of Schools

CLH/js

cc: Mr. Ken Meberg

1069149

SUPERINTENDENT OF SCHOOLS
CLARENCE HALL

ASSISTANT SUPERINTENDENTS
WOODIS CHADDICK
MILTON BERG
JAMES CARVELL

OCEAN VIEW SCHOOL DISTRICT

7972 WARNER AVENUE, HUNTINGTON BEACH, CALIFORNIA 92647 714-847-2551

November 17, 1969

Mr. James Freda, Director
Title III, E.S.E.A. Planning Project
Orange County Schools Office
1104 Civic Center Drive West
Santa Ana, California 92701

Dear Jim:

During the sixty days since I joined the Ocean View School District staff I have needed a great deal of information and guidance in the job I am supposed to be doing: the aiding in the developing and the funding of special projects for the District.

Finding one of the Newsletters in the files I took over, I called your office. Since then I have had "PACE" advice a great many times. This has been of significant assistance to me in learning my job and how to go about it.

In addition, I have requested you or Dan McFarland for specific items of published materials at least a dozen times; each has been received by return mail.

Finally, I have attended at least three meetings called by your group and have profited from these both directly and indirectly.

This note is to say: "Thanks!" and to indicate my deep belief that both the services which your office make available and the interest and personally concerned manner with which you, Dan, and others of your staff give such help are--exactly what one would, ideally, wish from an office and persons in your position.

With sincere appreciation.

Very truly yours,

R. Yeaton

Robert K. Yeaton

RKY:js

cc: Dr. Robert Peterson
Dr. Robert B. Sinclair

PLACENTIA UNIFIED SCHOOL DISTRICT

EDUCATION CENTER: 1301 E. ORANGETHORPE, PLACENTIA, CALIFORNIA 92670 (714) 524-4011

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E. EARLE BREWER, Ed.D.
Asst. Superintendent
Business Services

VICK R. KNIGHT, JR.
Asst. Superintendent
Educational Services

LAUREL W. SIMPSON
Director
Personnel Services

DECEMBER 17, 1969

MR. JAMES FREDA, DIRECTOR,
TITLE III, E.S.E.A. PLANNING PROJECT,
ORANGE COUNTY DEPARTMENT OF EDUCATION,
1104 CIVIC CENTER DRIVE WEST,
SANTA ANA, CALIFORNIA 92704

DEAR JIM:

AS A DIRECT RESULT OF THE VERY USEFUL INFORMATION AND GUIDANCE GIVEN TO US THROUGH YOUR OFFICE RELATIVE TO L.A.P.S., SOME EXCITING THINGS ARE NOW UNDER WAY IN THE PLACENTIA UNIFIED SCHOOL DISTRICT. I THOUGHT YOU MIGHT LIKE TO BE BROUGHT UP TO DATE.

WE'VE TAKEN THE IDEAS PRESENTED BY BOB REEDER (THE BEST EXPORT FROM STANISLAUS COUNTY SINCE BRET HARTE!) AND MARRIED THEM TO SOME FROM OTHER SOURCES AND A FEW OF OUR OWN AND NOW HAVE QUITE AN IN-SERVICE PROJECT UNDER WAY AT OUR EL DORADO HIGH SCHOOL.

THE ENCLOSED SHEETS DESCRIBE A DISTRICT-WIDE INSERVICE PROGRAM WE'VE ARRANGED WITH THE CONTINUING EDUCATION DIVISION OF PEPPERDINE COLLEGE SO THAT OUR PROFESSIONAL STAFF COULD ENROLL IN A WORKSHOP FOR GRADUATE CREDIT IN THE DEVELOPMENT OF TECHNIQUES FOR INDIVIDUALIZED TEACHING AND LEARNING. THE L.A.P.S. MATERIALS FROM HUGHSON UNION HIGH WERE ONE OF THE PRIMARY TOPICS COVERED AND A GOAL FOR THOSE ENROLLED WILL BE THE COMPLETION OF A PACKAGE FOR CLASSROOM USE THIS YEAR.

WE'D LOVE TO HAVE YOU VISIT WITH US FOR ONE OR MORE OF THE SESSIONS. I HAVE SOME IDEAS AS TO HOW WE MIGHT "EXPORT" THE IDEA FOR GREATER DISSEMINATION TO THOSE DISTRICTS WHO HAVE BECOME FAMILIAR WITH THE CONCEPT BUT WHO HAVEN'T AS YET GOT THEIR FEET WET IN ACTUAL PRACTICE.

I'LL LOOK FORWARD TO HEARING FROM YOU. HAVE A WONDERFUL HOLIDAY SEASON!

VERY TRULY YOURS,

Vick

VICK KNIGHT, ASST. SUPT.,
EDUCATIONAL SERVICES

ENCLOSURES 10 H

EL DORADO HIGH SCHOOL
1651 N. Valencia Avenue
Placentia, California 92670

EDUCATION CENTER: 1301 E. ORANGETHORPE, PLACENTIA, CALIFORNIA 92670 (714) 524-4011

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LAUREL W. SIMPSON
Director
Personnel Services

January 30, 1970

Mr. Jim Watkins,
Research and Planning Development,
Supplementary Educational Center,
1104 West Eighth Street,
Santa Ana, California

Dear Jim:

I would like to take this opportunity to thank the Supplementary Educational Center for their assistance in helping me initiate many innovative programs at El Dorado High School.

Since your initial meeting on Learning Activities Packages, (1) 90% of our staff have been involved in a visitation program to other schools to observe their programs in action, (2) we have conducted a ten week in-service training program within the school day on performance curriculum, (3) many of our teachers have become members of the Kettering Foundation Unipac Bank, (4) teachers are scheduled to visit Hughston High School during their annual visitation day on March 4, (5) much of the positive teacher attitudes toward these many and varied programs was sparked by your meeting on LAP and allowing me the opportunity to visit Hughston High School to see their innovations in practice.

Your contributions to our overall program is greatly appreciated.

Sincerely,

Marvin B Stewart

Marvin Stewart, Principal

jk

270149

TUSTIN
elementary school district
300 south C street - tustin, california 92680 phone (714) 544-7500

February 2, 1970

Mr. James Freda, Director
Title III E.S.E.A. Planning Project
Orange County Department of Education
1104 Civic Center Drive West
Santa Ana, California 92701

Dear Jim:

Please find enclosed a final copy of our Title III E.S.E.A. project proposal for 1970-71 entitled:

The Upward Modification of Reading Performance of Elementary Pupils, Demonstrating Normal and Bright-Normal Intellectual Capacities, By Means of An Exemplary Reading Program

We feel we have developed a plan that will improve reading performance of our unique population and that this plan typifies the "exemplary program" as defined in the State of California Title III E.S.E.A. Project Manual.

Thanks so very much for your assistance and that of your staff as we developed the project. Title III preparation is an exercise that everyone should experience at least once and your past experience was of great aid to us.

Very truly yours,

Jane de Arakal
Associate Superintendent
Educational Services

JDid

cc: Dr. Robert Peterson, Supt., Orange County Dept. of Education
Dr. W. Tracy Caffey, District Superintendent
Mr. Dan McFarland, Coordinator, Orange County Dept. of Education
Mrs. Sylvajean Harrington, Coordinator Instructional Resources

HUNTINGTON BEACH UNION HIGH SCHOOL DISTRICT

1902 SEVENTEENTH STREET ■ ■ ■ HUNTINGTON BEACH, CALIFORNIA 92646 ■ ■ ■ TELEPHONE 536-9331

HUNTINGTON BEACH HIGH SCHOOL
WESTMINSTER HIGH SCHOOL
MARINA HIGH SCHOOL
FOUNTAIN VALLEY HIGH SCHOOL
WINTERSBURG HIGH SCHOOL
EDISON HIGH SCHOOL

MAX L. FORNEY, ED.D.
DISTRICT SUPERINTENDENT
ETHAN Y. FULLMER, ED.D.
ASSISTANT SUPERINTENDENT
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MATTHEW L. WEYUKER

February 19, 1970

Mr. James A. Freda, Director
Supplementary Education Center
1104 Civic Center Drive West
Santa Ana, California 56999

Dear Jim:

I would like to take this opportunity to express my appreciation to you and the members of your staff for arranging the series of System Approach meetings with Roger Kaufman and Les Shuck. I found each of the meetings both stimulating and informative. I am sure that the other participants in the workshop also found them to be of great benefit.

The activities of this nature that you are providing through the Supplementary Education Center are having, I feel, a significant impact on the educational community which you serve. I have already put what I have learned in these meetings to good use.

Although you probably didn't know this, last year, when you held the series of meetings on change strategies, I drove from Los Angeles County for four of the meetings you held.

Hopefully, you will continue to provide these kinds of opportunities for those of us in planning positions. Good luck in your future endeavors!

Sincerely,

John W. Hunt, Jr.

John W. Hunt, Jr.
Director of Special Projects

JWH/pkp

PLACENTIA UNIFIED SCHOOL DISTRICT

EDUCATION CENTER: 1301 E. ORANGETHORPE, PLACENTIA, CALIFORNIA 92670 (714) 524-4011

February 20, 1970

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Asst. Superintendent
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AUREL W. SIMPSON
Director
Personnel Services

Mr. James Freda, Director
Title III, E.S.E.A. Planning Project
Orange County Department of Education
1104 Civic Center Drive West
Santa Ana, California

Dear Jim:

I have been somewhat lax in writing to you, but I want to personally express our thanks for the assistance your office has given to us in writing the Title III S.O.L.D. project.

I would like to single out Mr. Jim Watkins for his help, and also the entire staff, for the cooperation they gave Mrs. Sally Morton, our project coordinator.

At this point, of course, none of us are sure whether the program will eventually be adopted, but feel that your staff saved us many pitfalls along the way.

Thanks again for all your help.

Sincerely,

Gene Kreyche

Gene Kreyche
Director of Special Services

GK:jo

EDUCATION IN THE GOLDEN CITY

Santa Ana Unified and
Junior College Districts

1405 French Street
Santa Ana, California 92701
Telephone (714) 547-5921

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February 24, 1970

Mr. James A. Freda, Director
Supplementary Educational Center
Orange County Department of Education
1104 Civic Center Drive West
Santa Ana, California 92701

Dear Jim:

I am writing this note to tell you how much I have appreciated being a part of the Four-County "Basic Training In System Approach to Educational Problem Solving" program your office has conducted during the past several months. You, Dr. Roger Kaufman and Dr. Les Shuck have made the time very worthwhile for me and I believe that the original program objectives have been exceeded.

Let's have more of this kind of good programs from your office!

Sincerely,

Vincent I. Correll, Ed. D.
Assistant Superintendent
Elementary Education

VIC:cs

John E. Johnson, Ed. D., Asst. Supt., College President — Howard Harrison, Asst. Supt., Personnel — Vincent Correll, Ed. D., Asst. Supt., Elementary Education
James G. Halle, Ed. D., Asst. Supt., Secondary Education — Wilford Michael, Asst. Supt., Business Division

SAINT PIUS V SCHOOL

7681 Orangethorpe Buena Park, California 90620

March 3, 1970

Mr. James Watkins
Title III Office
1104 Civic Center Drive West
Santa Ana, California 92701

Dear Mr. Watkins:

As a result of your January program featuring Len Lasnik and his Oral Communications program, I have arranged to have Mr. Lasnik give two workshops for the parochial schools in north Orange County. Host schools will be St. Pius V in Buena Park and Holy Family in Orange. We are grateful to you for helping to make this possible.

Sincerely,

Sister Margaret Eilerman

Sister Margaret Eilerman
Principal

cc

Buena Park School District

Administration Center
6885 La Palma Avenue
BUENA PARK, CALIFORNIA 90620
Phone 522-6131

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April 8, 1970

Dr. Robert Peterson
Orange County Superintendent of Schools
Department of Education
1104 Civic Center Drive West
Santa Ana, California 92701

Dear Bob:

We have a Title III Project entitled "Discovering the Working World."

As you probably know this is the third year of our project, and I just wanted to express the district's appreciation for all the help we have received from the Orange County Supplementary Center in terms of this project. We have also participated in a number of other projects which have been initiated by the Supplementary Center.

In summary, the Center has been ready and willing to assist us whenever we felt the need to call upon them.

Sincerely yours,

Paul Doss

Paul Doss, Ed.D.
District Superintendent

PD:slw

cc.: Mr. James A. Freda, Director
Orange County Supplementary Educational Center

April 13, 1970

Robert Peterson
Orange County Superintendent of Schools
1104 Civic Center Drive West
Santa Ana, California 92701

RE: Supplementary Education Center

Dear Dr. Peterson:

I have been fortunate to attend several meetings and workshops sponsored by the Supplementary Education Center. The group of meetings last year on "Planned Change," the Four-County Project, and most recently a visitation to Brookhaven Elementary in Placentia. Each of these endeavors has been most worthwhile and I have come away with good ideas and have implemented some of them and discussed many others with my staff.

Every effort should be made to continue the fine service offered by this project, the Supplementary Educational Center.

Yours truly,

Kenneth H. Chandler,
Principal

CC: James A. Freda, Director, Supplementary Educational Center
Dan McFarland, Supplementary Educational Center

KHC:ls

LA HABRA CITY SCHOOL DISTRICT
Post Office Box 307
La Habra, California 90631

DEL L. SMELTZER
Superintendent
CHARLES W. DEPUE
Assistant Superintendent
Educational Services
HAROLD L. MOORE
Assistant Superintendent
Business Services

Savanna School District

1330 SOUTH KNOTT AVENUE
ANAHEIM, CALIFORNIA 92804
PHONE (714) 527-5181

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April 14, 1970

Mr. James Freda
Supplementary Educational Center
Orange County Department of Education
1104 Civic Center Drive West
Santa Ana, California 92701

Dear Mr. Freda:

I want to express my sincere appreciation for the cooperation we received from your office in the arrangement for and coordination of the Oral Communication Workshop held in our district Saturday, April 11.

We have had great comments from the teachers and principals who participated. All have felt that it was a worthwhile meeting. Mr. Lasnik's presentation was well received.

We want to especially thank you and Jim Watkins for the many hours you gave to help us get ready for the workshop. We appreciate your taking the time last Saturday to be with us. That's above and beyond the call of duty.

It is our intention to contact Dr. Seth Fessenden at Cal-State Fullerton and hopefully arrange for a follow-up workshop or college class. We shall keep you informed as to our progress.

Thanks again for the materials, payment for the staff, necessary arrangements, and your personal interest in the project.

Sincerely,

Charles W. DePue

Charles W. DePue
Assistant Superintendent-
Educational Services

CWD:lh

cc: Dr. Robert Peterson
Dr. Bruce Sinclair